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ABSTRACT

The Austin Independent School District (AISD) provides bilingual education and English-as-a-Second-Language (ESL) programs for limited-English-proficient (LEP) students. Mandatory evaluation of these programs involved the following: data from the Student Master File (information on each student's grade level, ethnicity, and socioeconomic status); data from the LEP student master file (information on students' LEP status, home language, and program service dates); programmatic and professional staff development details; Emergency Immigrant Program expenditure data; prior-year information on LEP students from Office of Program Evaluation reports; test scores; and participant responses. Achievement of former LEP students surpassed that of all AISD students on percentages passing the Texas Assessment of Academic Skills. Their attendance rates and grade point averages were similar to those seen districtwide. Potential retention rates and discipline rates were lower than districtwide rates. Achievement of current LEP students was generally below state and national norms. Participants reported that staff development was appropriate and useful. The number of LEP students attending AISD increased in recent years. Three appendixes contain text of the Texas Administrative Code; data on alternative language program/bilingual/ESL staff development; and a comparison of LEP students served versus LEP refusals. (Contains 19 figures and 36 tables.) (SM)

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ED 461 986

# Bilingual/ESL Programs Evaluation Report, 1999-2000

## Austin Independent School District

## Office of Program Evaluation

March 2001

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*Bilingual/ESL Programs Evaluation Report, Evaluation, 1999-2000*
*Austin Independent School District*

# *Executive Summary*

In compliance with Texas Education Codes §29.062 and §42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language (English and native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. On campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program that best addresses each student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Services for some language minority students also are provided through the district's special education program. Parental permission is required for participation in either program.

In 1999-2000, AISD enrolled 13,039 LEP students: 93% were Spanish speakers, 3% spoke Vietnamese, <1% spoke Chinese or Korean, and the remaining 3% represented other language groups. Most (90%) language minority students in AISD were served through the BE or ESL Program. The parents of 1,239 (10%) students refused Bilingual/ESL Program services.

## Major Findings

### Former LEP Students

Former LEP students who have exited the Bilingual/ESL Programs at AISD have been observed on a yearly basis since 1994-95 to determine how they perform academically. The achievement of the former LEP students generally surpassed that of all AISD students on percentages passing TAAS. With only a few exceptions, the percentages passing on All Tests Taken for all former LEP students were between 80% and 96%. Other performance indicators compared in 1999-2000 were attendance, potential retention and discipline rates, and grade point averages (GPAs). Former LEP students had:

- Attendance rates very similar to the overall attendance rates for all students districtwide.
- Potential retention rates lower than the rates for all students districtwide.
- Discipline rates lower than the rates for all students districtwide.
- GPAs similar to those of students throughout the district.

*After years of tracking the academic status of former LEP students who have continued their studies at AISD, the data indicate most students are successful academically and*

*meet the state standard on TAAS. The data on other performance indicators indicate most former LEP students, like their peers at AISD, attend school and maintain passing grade point averages, yet they have lower retention and discipline rates than do all students districtwide.*

**LEP Students**

The achievement of AISD LEP students served as measured by standardized tests was generally below state and national norms:

- Spanish-speaking LEP students tested in grades 3, 5, and 8 scored below the national average on all the subtests taken on the Iowa Tests of Basic Skills (ITBS).
- LEP students speaking languages other than Spanish scored above the national average only in grade 3 in mathematics on the ITBS.
- In 1999-2000, increases in percentages of LEP students passing English TAAS occurred in 10 of 21 comparisons on All Tests Taken, Reading and Mathematics compared to percentages passing in 1998-99. The greatest increase in percentages passing occurred in Reading at grade 4, and the greatest decrease occurred in Reading at grade 7.
- Examining the percentages of LEP students passing the English TAAS for three consecutive years, fewer increases in percentages passing were made in 1999-2000 than in previous years.
- The percentages of LEP students passing the Spanish TAAS at all grade levels have increased or remained the same from 1997-98 to 1999-2000 with one exception at grade 5 in Reading in 1998-99.

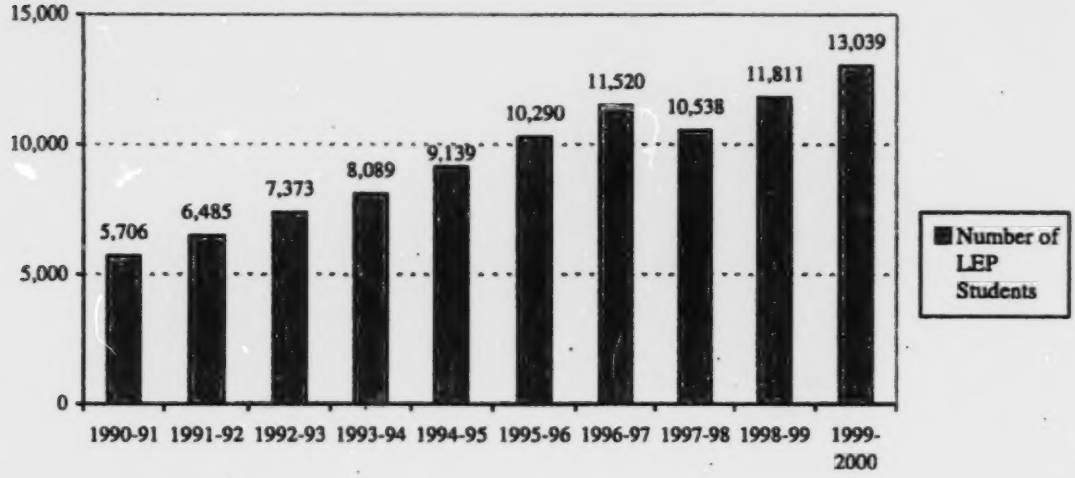
**Professional Staff Development**

The collaboration of the bilingual education director and instructional coordinators resulted in a total of 51 professional staff development workshops that were attended by 1,174 participants. Among the staff trained were assistant principals, helping teachers, curriculum specialists, data entry clerks and instructional coordinators. Overall, the participants reported that the professional staff development provided by the bilingual education director and coordinators was appropriate and could be applied to their work settings.

**Growth in LEP Population**

As presented in Figure A, with the exception of the 1997-98 school year, the numbers of LEP students (served plus parental refusals) attending AISD have increased during the past several years. In 1990-91, LEP students comprised 8.8% of the student population and in 1999-2000 they comprised 16.8% of all district students. The consistent increase in the number of LEP students entering AISD should be taken into account when preparing staffing projections.

Figure A: Growth of AISD LEP Student Population, 1990-91 Through 1999-2000




Data Source: A & E Publication No. 94.05

**Recommendations**

1. The academic success of the former LEP students who have exited the Bilingual/ESL Programs, as demonstrated by their high percentages passing the TAAS and far exceeding the state passing standard of 70%, addresses the issue of academic language acquisition. In order to address student needs more efficiently, campus personnel need to monitor the academic performance of former LEP students and to identify ways of assisting students who do not consistently pass TAAS, and consequently are returned to LEP status. Timely data entry at the campus level will assure early identification and provision of services to students who need to be re-classified as LEP. Thereafter, the LPAC and other campus personnel can address specific LEP academic issues and program exit criteria, and then make the necessary arrangements to guide the students.

2. The academic achievement of all elementary, middle/junior high and high school students receiving Bilingual/ESL Program services should be integrated into the Campus Improvement Plans (CIP). Even though the percentages of LEP students passing TAAS in English and Spanish have improved, the percentages passing in middle/junior high and high school need to get closer to the state standard of 70% passing. With the regulations for testing LEP students becoming more stringent, and with the phasing in of the Reading Proficiency Tests in English (RPTE), the

State-Developed Alternative Assessment (SDAA), English and Spanish TAAS, and the implementation of TAAS II, the performance of LEP students becomes more critical to the campuses. The collaboration between teachers and members of the LPAC in the CIP development will ensure the inclusion of LEP students achievement in campus goal setting.

3. All school personnel who directly or indirectly provide instructional services to LEP students need to participate regularly in professional staff development. Middle school and high school personnel could be surveyed to determine what staff development topics would be more useful to them, as they address the transition or exit issues of their LEP students. The more extensive understanding that all staff (principals, assistant principals, counselors, curriculum specialists, new and more experienced teachers, data clerks and other school personnel) have of instructional and legal issues that affect language minority students, the more comprehensive will be the services that students receive with the goal of assuring their academic success.

4. Given the consistent growth in the number of LEP students during the past several years, it is necessary for AISD to study the changing demographic patterns to determine implications that this population increase has for professional staffing at specific campuses. The study should focus on middle/junior high and high schools where recent immigrant students may be arriving, and where students who have not made the transition into an all-English environment are located. Collaboration between the Department of Human Resources and the Department of Bilingual Education can facilitate the appropriate professional staffing levels at campuses where bilingual and/or ESL certified teachers are needed.

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# BILINGUAL/ESL PROGRAMS: EVALUATION 1999-2000

## Evaluation Mandate

The evaluation of the Austin Independent School District's (AISD) Bilingual/English as a Second Language (ESL) Programs is the responsibility of the Office of Program Evaluation (OPE), with the cooperation and assistance from the AISD's Department of Bilingual Education. The evaluation of Bilingual/ESL Programs has been mandated by state law since 1976. The Office of Program Evaluation, in collaboration with the bilingual director and coordinators, formulated an evaluation plan addressing critical information needs and elements specified by the law. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code states the following:

a) All districts [are] required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to Chapter 89.1260 of this title (related to Monitoring of Programs and Enforcing Law and Commissioner's Rules). (See Appendix A for a reproduction of the law mandating program evaluation.)

## Evaluation Plan for 1999-2000

During the 1999-2000 school year, the evaluation plan for the bilingual/English as a Second Language (ESL) programs was reviewed and revised through an interactive process involving the bilingual education director, instructional coordinators, and the evaluation staff. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses areas of focus mandated by state law as well as local issues. In addition to bilingual and ESL concerns, this report will describe student characteristics, academic and progress indicators, and other information pertaining to immigrant students.

**Evaluation Overview**

Evaluation information was obtained from various sources. The most important is the LEPS (Limited English Proficient Students) Master File, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement in either language of instruction is tracked over time. Other demographic and outcome information (e.g., attendance, discipline, potential retention rates, and grade point averages) are secured from other district data files. Program effectiveness is investigated by the comparison of these outcome indicators for LEP students being served and for LEP students whose parents refuse program services.

Data for the 1999-2000 evaluation were obtained from the following sources:

- The Student Master File provided basic information about students' grade level, ethnicity and low-income status.
- The LEPS Master File provided information about students' LEP status, home language, language dominance, and program service dates.
- Programmatic information and professional staff development details were provided by the bilingual coordinators.
- Emergency Immigrant Program (EIP) expenditures were obtained from program budget records supplied by program staff.
- Prior-year information concerning LEP students was obtained from published OPE reports.

*Unless otherwise noted, all numbers reported were obtained from computer datasets used for the state-required Public Education Information Management System (PEIMS) fall reporting, the district-maintained LEPS Master File, and other district files.*

**Program Overview**

Texas state law requires that every student with a home Language Other Than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states the following:

> *"The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.... The goal of the English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. Both programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient student to participate equitably in school."*

The law continues and states, "*...Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state.*" (Chapter 89. Subchapter BB. 89.1201) Those students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided one of two basic programs:

- Bilingual education (BE), a transitional program of dual-language instruction including instruction in the home language, and English as a Second Language is provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- English as a Second Language (ESL), a program of specialized instruction in English is provided to students who do not receive bilingual education and to students whose parents refuse dual-language instruction.

In compliance with state law, AISD provides two programs to serve students identified as LEP: bilingual education, which provides dual language instruction in major content areas; and ESL, which provides intensive English instruction. ESL is both a component of bilingual education, as well as a stand-alone program. Services for some language minority students are also provided through special education. The school's Language Proficiency Assessment Committee (LPAC), which makes instructional placement and testing decisions, determines which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Table 1 presents the number and percent of students served in each program, as well as the number and percent of parental refusals. For the 1999-2000 school year, there were 13,039

LEP students; however, program service was not recorded in the LEPS Master File for 107 (1%) students.

Table 1: Program Service to LEP Students, Pre-K-12, 1999-2000

| Program | Number of Students | Percent of Students |
|---|---|---|
| **Bilingual** | 7,639 | 59% |
| **ESL** | 2,418 | 19% |
| **Special Education in Bilingual/ESL** | 889 | 7% |
| **Parental Refusal in Bilingual; served in ESL** | 747 | 6% |
| **Parental Refusal** | 1,239 | 9% |
| **Data Not Available** | 107 | <1% |
| **Total** | 13,039 | 100% |

Data Source: AISD Student Records

**Transfers**

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual education at the elementary schools and ESL programs at middle/junior high and high schools) are offered. In 1999-2000, there were 157 bilingual transfers (117 students spoke Vietnamese, 29 students spoke other languages, and 11 students spoke Spanish). Student transfers occurred at most of the grade levels except in grades, 9, 10, 11 and 12. Most (98%) of the transfers occurred at the elementary level. (See Table 2.) The number of students requesting transfers increased by 112 students during the 1999-2000 school year.

Table 2: Bilingual Transfers, Pre-K-12, 1999-2000

| Grade | Spanish Students Transferred | Vietnamese Students Transferred | Other Students Transferred | Total Students Transferred |
|---|---|---|---|---|
| **Pre-K and K** | 0 | 26 | 15 | 41 |
| **1** | 1 | 24 | 6 | 31 |
| **2** | 3 | 19 | 4 | 26 |
| **3** | 4 | 15 | 4 | 23 |
| **4** | 2 | 16 | 0 | 18 |
| **5** | 0 | 15 | 0 | 15 |
| **All Elementary** | 10 | 115 | 29 | 154 |
| **6** | 1 | 0 | 0 | 1 |
| **7** | 0 | 1 | 0 | 1 |
| **8** | 0 | 1 | 0 | 1 |
| **All Secondary** | 1 | 2 | 0 | 3 |
| **Total** | 11 | 117 | 29 | 157 |

Data Source: AISD Student Records

## DESCRIPTION OF LEP POPULATION IN AISD

In the 1999-2000 school year, 11,800 (90%) limited English proficient students were served by the district's Bilingual Education/ESL Programs – 9,304 elementary students (grades pre-K-6), 1,567 middle school students (grades 6-8), and 931 high school students (grades 9-12). The parents of an additional 1,239 (10%) LEP students refused program services (see Table 3). The total number of LEP students in AISD in 1999-2000, including the number served and the parent refusals, was 13,039.

Table 3: LEP Students Served, and Parent Refusals, by Grade, 1999-2000

| Grade | Number Served | Parent Refusals | Total |
|---|---|---|---|
| **Pre-K** | 1,331 | 8 | 1,339 |
| **K** | 1,622 | 25 | 1,647 |
| **1** | 1,527 | 65 | 1,592 |
| **2** | 1,407 | 59 | 1,466 |
| **3** | 1,319 | 99 | 1,418 |
| **4** | 1,087 | 64 | 1,151 |
| **5** | 832 | 70 | 902 |
| **6** | 179 | 21 | 200 |
| **Elementary, Pre-K-6 Total** | 9,304 | 411 | 9,715 |
| **6** | 593 | 79 | 672 |
| **7** | 577 | 163 | 740 |
| **8** | 395 | 195 | 590 |
| **Middle School 6-8 Total** | 1,565 | 437 | 2,002 |
| **9** | 491 | 178 | 669 |
| **10** | 241 | 118 | 359 |
| **11** | 123 | 66 | 189 |
| **12** | 76 | 29 | 105 |
| **High School 9-12 Total** | 931 | 391 | 1,322 |
| **Total Pre-K-12** | 11,800 | 1,239 | 13,039 |
| **(Percent)** | (90%) | (10%) | (100%) |

Data Source: AISD Student Records

**Ethnicity**

Table 4 shows a distribution of the 11,800 LEP students served, by ethnicity and grade span in AISD. The majority of students served in each grade span were Hispanic; the second largest ethnicity represented at each grade span was Asian.

Table 4: Number and Percent of LEP Students Served by Ethnicity, and by Grade Span, 1999-2000

| Ethnicity | Pre-K-5 | 6-8 | 9-12 | Pre-K-12 Total |
|---|---|---|---|---|
| **Hispanic** | 8,405 (92%) | 1,635 (94%) | 853 (92%) | 10,893 (92%) |
| **Asian** | 501 (5%) | 58 (3%) | 39 (4%) | 598 (5%) |
| **White** | 185 (2%) | 42 (2%) | 28 (3%) | 255 (2%) |
| **African American** | 30 (<1%) | 7 (<1%) | 11 (1%) | 48 (<1%) |
| **Native American** | 4 (<1%) | 2 (<1%) | 0 (0%) | 6 (<1%) |
| **Total** | 9,125 (100%) | 1,744 (100%) | 931 (100%) | 11,800 (100%) |

Data Source: AISD Student Records

**Languages Spoken**

Most LEP students served were native Spanish speakers (93%). Speakers of Vietnamese comprised the next largest segment of the AISD LEP population (3%), followed by Mandarin or other Chinese languages (<1%), Korean (<1%), and all other languages (3%) (see Table 5). In 1999-2000, language minority students at AISD spoke 49 languages.

Table 5: Languages Spoken by LEP Students, Pre-K-12, 1999-2000

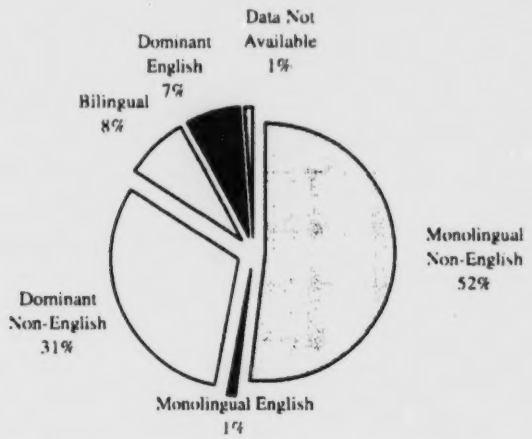
| Language | Number Served | Percent of Students |
|---|---|---|
| **Spanish** | 10,988 | 93% |
| **Vietnamese** | 304 | 3% |
| **Chinese** | 91 | <1% |
| **Korean** | 90 | <1% |
| **All Others** | 327 | 3% |
| **Total** | 11,800 | 100% |

Data Source: AISD Student Records

**Language Dominance**

Figure 1 displays the percents of LEP students served organized by language dominance. Slightly more than one-half of the AISD LEP population (51%) is non-English monolingual, and 33% of the students are dominant in a language other than English. A total of 84% of students receiving alternative language program services are either monolingual or dominant in a language other than English. A child who speaks mostly one language and a little of another language is considered dominant in the first language.

Figure 1: Students Served by Language Dominance, Pre-K-12, 1999-2000




Data Source: AISD Student Records

**Demographics**

Table 6 presents demographic information on AISD's LEP students for 1999-2000. Most language minority students are from low-income families. As these students progress through school, an increasingly greater percent of them become overage for their grade. For the 1999-2000 school year, 23% of the LEP middle school students were overage, and more than half (55%) of LEP high school students were overage.

Table 6: LEP Students Served, Demographic Indicators, 1999-2000

| Demographic Indicators | Elementary | | Middle School | | High School | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| **Low Income** | 7,929 | 90% | 1,360 | 88% | 641 | 73% |
| **Overage for Grade** | 573 | 6% | 357 | 23% | 479 | 55% |
| **Special Education** | 705 | 8% | 189 | 12% | 34 | 4% |
| **Gifted and Talented** | 129 | 1% | 20 | 1% | 0 | 0 |

Data Source: AISD Student Records

**Growth in AISD Population**

With the exception of the 1997-98 school year, the growth of the LEP student population (served plus refusals) has increased each year for the past ten years (see A&E Publication No. 94.05). Table 7 includes the number of LEP students (served plus refusals) for the past five years.

Table 7: Growth of LEP Population (Served Plus Refusals), 1995-96 Through 1999-2000

| School Year | Number of Students | Increase/Decrease from Prior Year |
|---|---|---|
| **1999-2000** | 13,039 | +1,228 |
| **1998-99** | 11,811 | +1,273 |
| **1997-98** | 10,538 | -982 |
| **1996-97** | 11,520 | +1,230 |
| **1995-96** | 10,290 | +1,151 |

Data Source: AISD Attendance Records

With the exception of the 1997-98 school year, the percentage of LEP students as a proportion of the AISD population also has increased each year over this time period. In the 1995-96 school year, LEP students comprised 13.9% of the district's students, the percentage had risen to 16.8% by 1999-2000. The LEP student population declined by 982 students and to 13.9% of the AISD student population in the 1997-98 school year.

Table 8: LEP Students (Served Plus Refusals) as a Percent of AISD Population, 1995-96 Through 1999-2000

| School Year | # of LEP Students | # of AISD Students | % of LEP Students |
|---|---|---|---|
| **1999-2000** | 13,039 | 77,245 | 16.8% |
| **1998-99** | 11,811 | 76,676 | 15.4% |
| **1997-98** | 10,538 | 75,828 | 13.9% |
| **1996-97** | 11,520 | 75,330 | 15.2% |
| **1995-96** | 10,290 | 74,274 | 13.9% |

Data Source: AISD Attendance Records

## FINDINGS – ACADEMIC PROGRESS

**Iowa Test of Basic Skills (ITBS)**

The ITBS is a norm-referenced test (NRT) in English designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRTs (e.g., percentile and grade equivalents or GEs) compare a student's performance with that of a national sample of students at the same grade level. In 1999-2000, AISD students in grades 3, 5, and 8 took the ITBS. Limited English proficient students, whose language dominance was Spanish or some other language, participated in the administration of the ITBS when their Language Proficiency Assessment Committees determined it was an appropriate test for them. The 1999-2000 school year was the sixth year the district administered the norm-referenced tests in the fall semester.

Table 9 presents the fall 1999 ITBS test results for ITBS for LEP students.

- Spanish-speaking LEP students at all grade levels, on all tests, scored below the national norms. The testing was in October, the second month of school; hence, the national mean grade equivalent (GE*) was X.2, where X is the grade level, e.g., 2.2 at grade 2.
- LEP students speaking languages other than Spanish scored above the national average in grade 3 in mathematics. On all other tests, these students scored below the national norms.
- As the grade level increases, the gap between AISD mean grade equivalents and national mean grade equivalents increases for both Spanish and speakers of other languages.

Table 9: Number of LEP Students Tested and Mean Grade Equivalent for Grades 3, 5, and 8, ITBS, 1999-2000

| Spanish Language Speakers | | | | | | |
|---|---|---|---|---|---|---|
| | Reading | | Language | | Mathematics | |
| Grade | # Tested | Mean GE* | # Tested | Mean GE* | # Tested | Mean GE* |
| 3 | 697 | 2.1 | -- | -- | 760 | 2.3 |
| 5 | 555 | 2.9 | 528 | 3.2 | 541 | 3.7 |
| 8 | 269 | 4.0 | 251 | 4.4 | 244 | 5.3 |
| **Speakers of Other Languages** | | | | | | |
| | Reading | | Language | | Mathematics | |
| Grade | # Tested | Mean GE* | # Tested | Mean GE* | # Tested | Mean GE* |
| 3 | 62 | 3.0 | -- | -- | 62 | 3.6 |
| 5 | 42 | 3.3 | 43 | 3.8 | 41 | 4.7 |
| 8 | 22 | 5.0 | 22 | 5.5 | 21 | 7.0 |

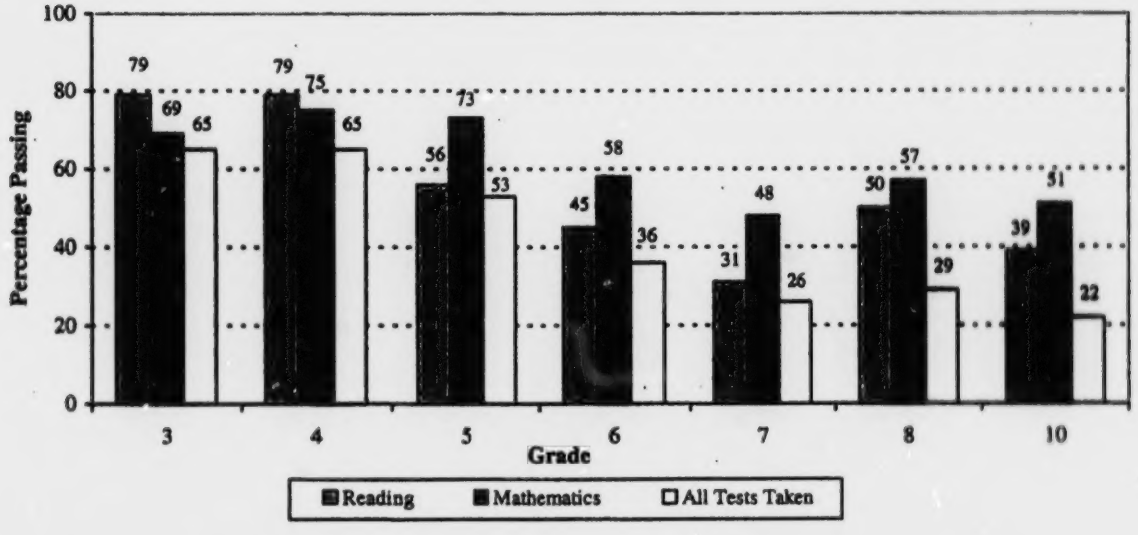
*GE = grade equivalent
Data Source: AISD Student Records

**Texas Assessment of Academic Skills (TAAS)**

The Texas Assessment of Academic Skills (TAAS) is a state-mandated criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) which was administered from 1985-86 through 1989-90. Mastery of the Exit-level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing. In 1993-94, science and social studies were administered in grades 4 and 8, but since that school year science and social studies continue to be administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning in grade 10) continues to be a requirement for graduation.

Figure 2 presents results from the 1999-2000 TAAS administrations for LEP students in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentages of LEP students passing the TAAS occurred in reading and mathematics in grades 3 and 4 (79%), followed closely by mathematics in grades 4 (75%), 5 (73%), and 3 (69%). The lowest percentage passing occurred at grade 10 (22%) on all tests taken, followed closely by grade 7 (26%). Grades 3 and 4 had the highest percentages (65%) of LEP students passing all tests taken.

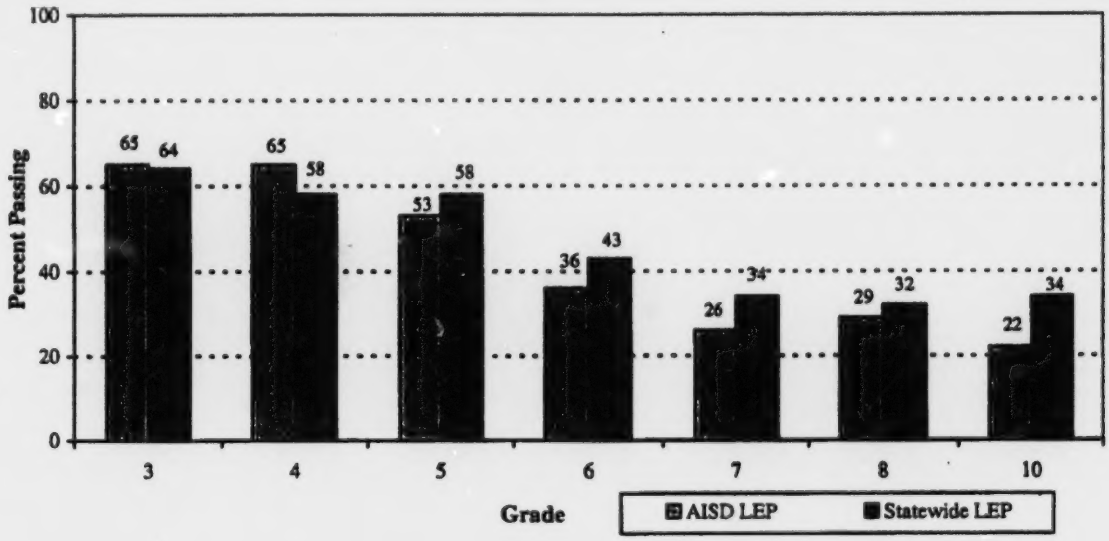
Figure 2: LEP Students, Percentage Passing English TAAS, 1999-2000




Data Source: TEA TAAS Summary Reports, June 2000

Figure 3 compares the percentage of AISD LEP students passing all English TAAS tests taken at each grade level to the corresponding percentage of LEP students throughout the state of Texas for spring 2000. AISD LEP students scored higher than LEP students statewide in grades 3 and 4. At all other grade levels, AISD LEP students scored lower than LEP students statewide. The largest differences are in grades 7 and 10, where only 26% and 22%, respectively, of AISD LEP students passed all tests taken, compared to 43% and 34%, respectively, statewide.

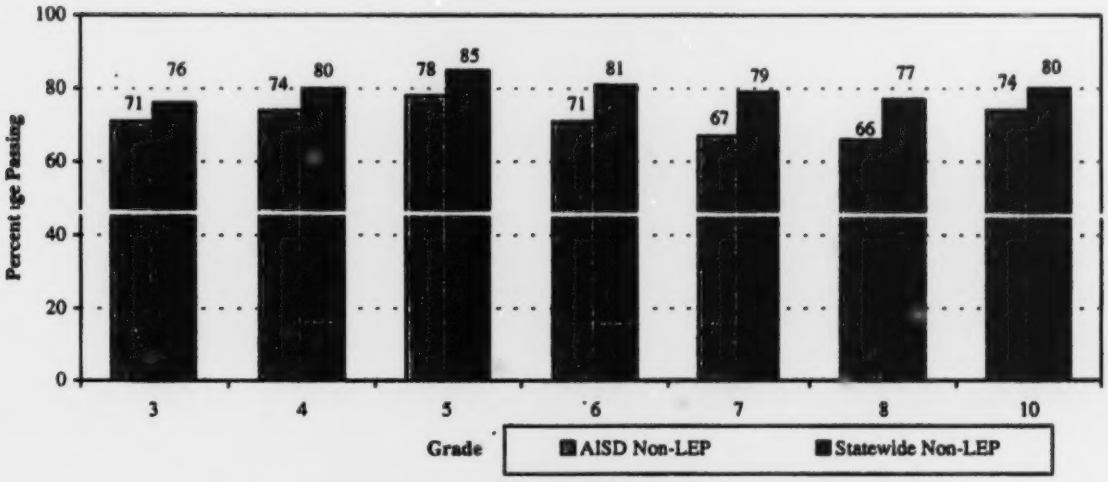
Figure 3: Percentages Passing All Tests Taken on English TAAS, LEP Students, AISD vs. State, 1999-2000




Data Source: TEA TAAS Summary Reports, June 2000

AISD non-LEP students scored below non-LEP students statewide at all grade levels. (See Figure 4.) Among non-LEP students, the largest differences were at grades 7, 8, and 6; 67%, 66%, and 71% of non-LEP AISD students passed all tests taken compared to 79%, 77%, and 81% of non-LEP students statewide. Thus, in summary, with the exception of AISD LEP students in grades 3 and 4, the performance of AISD LEP and non-LEP students on all tests taken is lower than LEP and non-LEP students throughout the state.

Figure 4: Percentages Passing All Tests Taken on English TAAS, Non-LEP Students, AISD vs. State, 1999-2000




Data Source: TEA TAAS Summary Reports, June 2000

Table 10 shows the gains and/or losses in percent passing for LEP students between the 1998-99 and 1999-2000 school years. The percent passing in 1998-99 was subtracted from the percent passing in 1999-2000 for each grade and for each subject; i.e., all tests taken, reading, and mathematics. Increases indicate greater percentages of students are passing TAAS. *Increases in percentages passing were made in 10 of 21 comparisons, including:*

- All tests taken: grades 4, and 5;
- Reading: grades 3, 4, 5, and 8; and
- Mathematics: grades 4, 5, 8, and 10.

Decreases occurred in reading at grades 6 and 7, and on all tests taken, and in mathematics at grades 3, 6, and 7. Grades 8 and 10 in all tests taken and grade 10 in reading remained the same as in the previous year. Thus, when comparing the gains and/or losses in percentages passing to the previous school year, the gains in percentages passing were made in ten grades, losses in eight grades, and three remained without any change.

Table 10: LEP Students, Comparison of English TAAS Scores, Gains or Losses in Percentages Passing, 1998-99 and 1999-2000

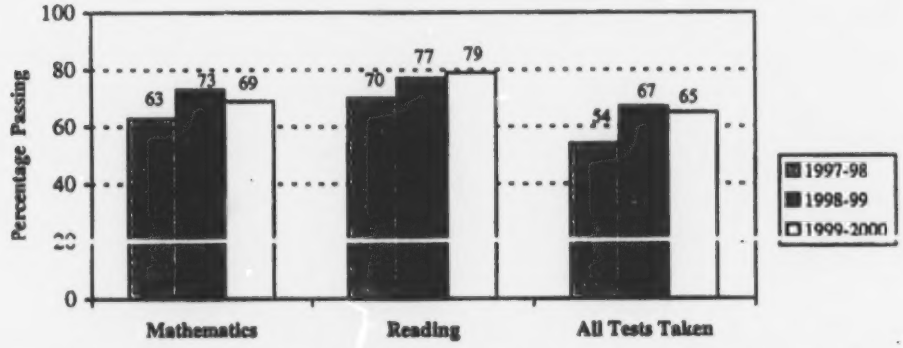
| | All Tests Taken Percent Passing | | | Reading Percent Passing | | | Mathematics Percent Passing | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade** | 1998-99 | 1999-2000 | Gains/ Losses | 1998-99 | 1999-2000 | Gains/ Losses | 1998-99 | 1999-2000 | Gains/ Losses |
| **3** | 67 | 65 | -2 | 77 | 79 | +2 | 73 | 69 | -4 |
| **4** | 58 | 65 | +8 | 70 | 79 | +9 | 67 | 75 | +8 |
| **5** | 50 | 53 | +3 | 55 | 56 | +1 | 72 | 73 | +1 |
| **6** | 43 | 36 | -7 | 50 | 45 | -5 | 61 | 58 | -3 |
| **7** | 41 | 26 | -15 | 52 | 31 | -21 | 52 | 48 | -4 |
| **8** | 29 | 29 | -0- | 47 | 50 | +3 | 51 | 57 | +6 |
| **10** | 22 | 22 | -0- | 39 | 39 | -0- | 45 | 51 | +6 |

Data Source: TEA TAAS Summary Reports, June 2000 and July 1999

Figures 5 through 11 present the increases and decreases in the percentage passing scores of LEP students for the past three school years. In the 1998-99 school year, the percentages passing of LEP students had more increases in mathematics, reading, and all tests taken than during the 1999-2000 school year. As the figures show:

- Percentages passing in grades 4, 5, 8, and 10 have increased in mathematics for three consecutive years. Decreases in percentages passing occurred in grades 3, 6, and 7 in 1999-2000.
- Percentages passing in grades 3 and 8 have increased in reading for three consecutive years. Decreases in percentages passing occurred in grades 4 and 5 in 1998-99, and in grades 6 and 7 in 1999-2000.
- Percentages passing in grades 4 and 5 have increased in all tests taken for three consecutive years. Decreases in percentages passing occurred in grades 3, 6, and 7 in 1999-2000. Percentages passing in grade 8 remained the same as in 1999-2000, and in grade 10 the percentages passing have not increased in the past three years.
- Comparing the percentages passing for LEP students on the English TAAS for the three years indicates that fewer increases in percentages passing were made in the 1999-2000 school year than in previous years. The change could possibly be attributed to changes in state law regarding testing exemptions for LEP students, hence more LEP students are participating in the state assessment.

Figure 5: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 3




Data Source for Figures 5-11: TEA TAAS Summary Reports, July 1998, July 1999, and June 2000

Figure 6: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 4

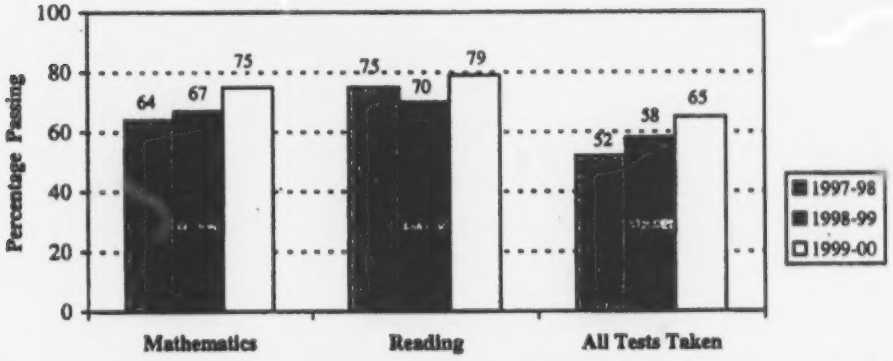



Figure 7: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 5

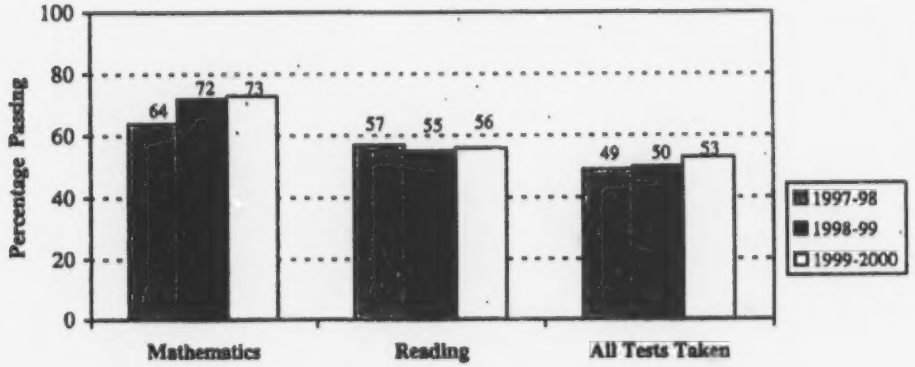


Figure 8: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98 1998-99, and 1999-2000, Grade 6

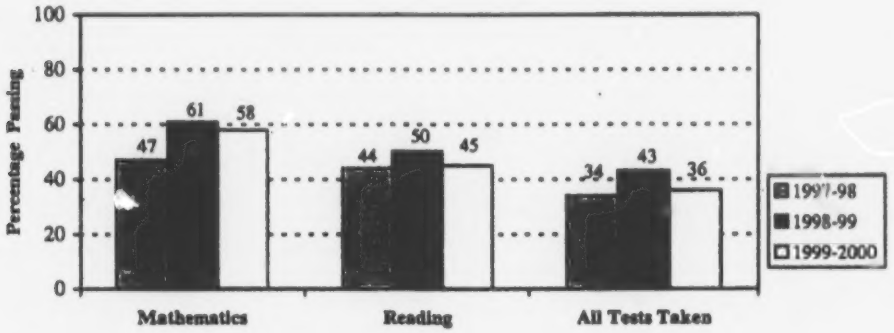



Figure 9: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 7

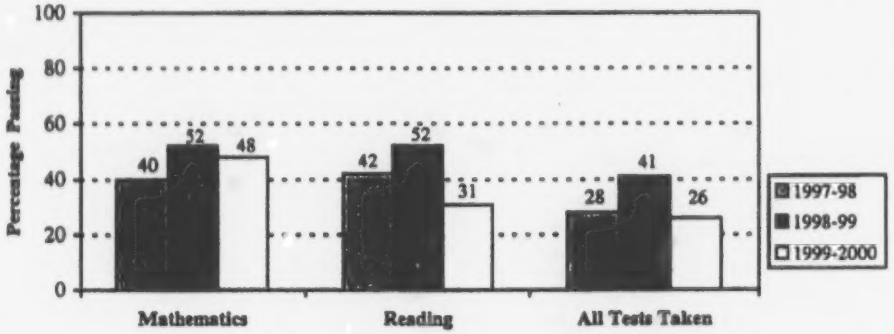



Figure 10: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 8

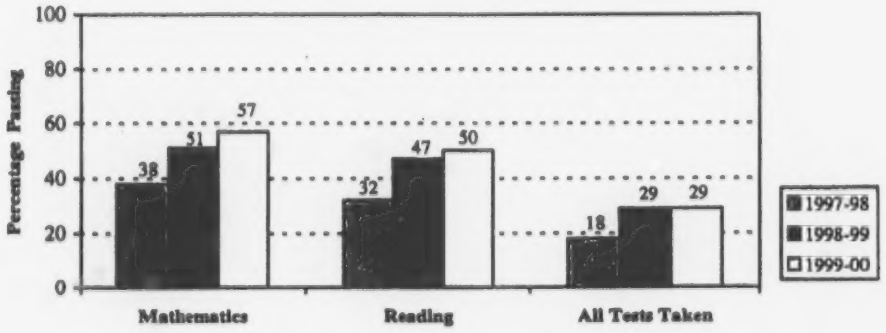
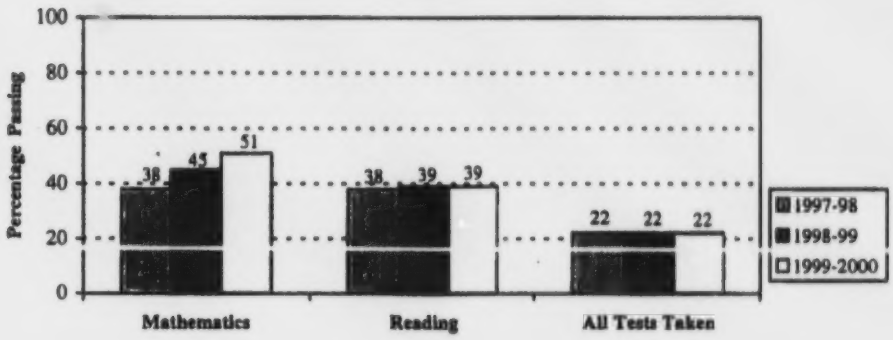


Figure 11: LEP Percentages Passing Mathematics, Reading, and All Tests Taken, in School Years 1997-98, 1998-99, and 1999-2000, Grade 10 (Exit Level)




**Texas Assessment of Academic Skills – Spanish**

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby address their educational needs, the State Board of Education called for phasing in Spanish versions of the TAAS assessments at grades 3-6. Because many Spanish-dominant students receive their academic instruction in Spanish, language-appropriate tests were developed for these grades. Data from the Spanish-version assessments are used in the state's accountability system. The Spanish TAAS, based on the Texas Education Agency's (TEA) Texas Essential Knowledge and Skills (TEKS), provide a vehicle for examining the annual progress in student performance.

All Spanish-version tests were fully implemented by the spring of 1998. Students taking the TAAS in Spanish are being assessed on the state curriculum in the same manner as students taking the TAAS in English. The Spanish TAAS is not considered an exemption. Spanish TAAS in reading and mathematics for grades 3 and 4 were included in the Academic Excellence Indicators System (AEIS) in 1999; grades 5 and 6, and writing in grade 4 will be included in AEIS in 2000. The testing schedule for administering the English and Spanish TAAS is identical.

The Spanish-version TAAS tests in reading and mathematics are designed to be as comparable as possible to the English-language assessments. An approach to test development that helps ensure the assessment of comparable content is the "transadaptation" of existing items from English. "Transadaptation" describes an adaptive translation process that maintains comparable academic content while accommodating differences in cultural content and readability levels inherent between languages. Translators rely on the state-adopted textbooks in Spanish, current bilingual educational methodologies, and input from bilingual educators to guide their work. The ultimate goal of the TAAS development process in English and Spanish is to allow students to demonstrate their academic skills using appropriate, comparable content that is consistent with the state curriculum. In this manner, the TAAS assessments will be useful instruments for examining annual progress in student performance.

In 1999-2000, a total of 1,214 bilingual students and 147 English as a Second Language (ESL) students in AISD in grades 3-6 participated in the Spanish reading testing program; a total of 1,089 bilingual students and 147 ESL students in grades 3-6 participated in the Spanish

mathematics testing program. Table 11 presents the results of the Spanish TAAS for AISD LEP students.

- Of the bilingual students tested in *grade 3*, 67% passed reading and 63% passed mathematics. Of the ESL students tested, 60% passed reading and 56% passed mathematics.
- Of the bilingual students tested in *grade 4*, 66% passed writing, 46% passed reading, and 61% passed mathematics. The number of ESL students tested in *grade 4* in reading and mathematics was three. TEA does not provide data for groups with fewer than five students.
- Of the bilingual students tested in *grade 5*, 45% passed reading, and 64% passed mathematics. Of the ESL students tested, 17% passed reading and 33% passed mathematics.
- Of the bilingual students tested in *grade 6*, 20% passed reading and 44% passed mathematics. Of the ESL students tested, 16% passed reading and 33% passed mathematics.

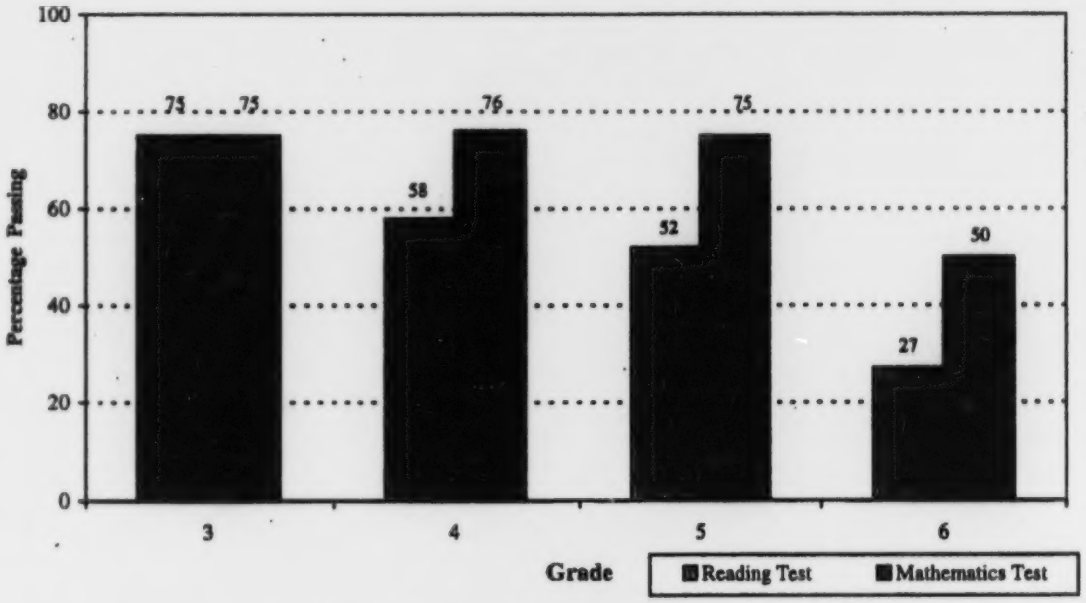
Table 11: Number Tested and Percentages Passing Spanish TAAS, Writing, Reading, and Mathematics, and All Tests Taken, Grades 3-6, 1999-2000

| Grade | Bilingual Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Writing | | Reading | | Mathematics | | All Tests Taken | |
| | # Tested | % Passing | # Tested | % Passing | # Tested | % Passing | # Tested | % Passing |
| 3 | N/A* | N/A | 644 | 67% | 633 | 63% | 644-Reading<br>633-Math | 56% |
| 4 | 428 | 66% | 386 | 46% | 304 | 61% | 386-Reading<br>304-Math<br>428-Writing | 46% |
| 5 | N/A | N/A | 174 | 45% | 143 | 64% | 174-Reading<br>143-Math | 41% |
| 6 | N/A | N/A | 10 | 20% | 9 | 44% | 10-Reading<br>9-Math | 25% |
| **Grade** | **English as a Second Language/ESL Students** | | | | | | | |
| | Writing | | Reading | | Mathematics | | All Tests Taken | |
| | # Tested | % Passing | # Tested | % Passing | # Tested | % Passing | # Tested | % Passing |
| 3 | N/A | N/A | 10 | 60% | 9 | 56% | 10-Reading<br>9-Math | 40% |
| 4 | 3 | * | 3 | * | 3 | * | 3-Reading<br>3-Math<br>3-Writing | * |
| 5 | N/A | N/A | 6 | 17% | 9 | 33% | 6-Reading<br>9-Math | 22% |
| 6 | N/A | N/A | 128 | 16% | 126 | 33% | 128-Reading<br>126-Math | 15% |

N/A – The Writing Test is only administered in grades 4, 8, and Exit Level.
* No data are reported by TEA for groups of fewer than five students.
Data Source: TEA TAAS Spanish Summary Reports, Spring 2000

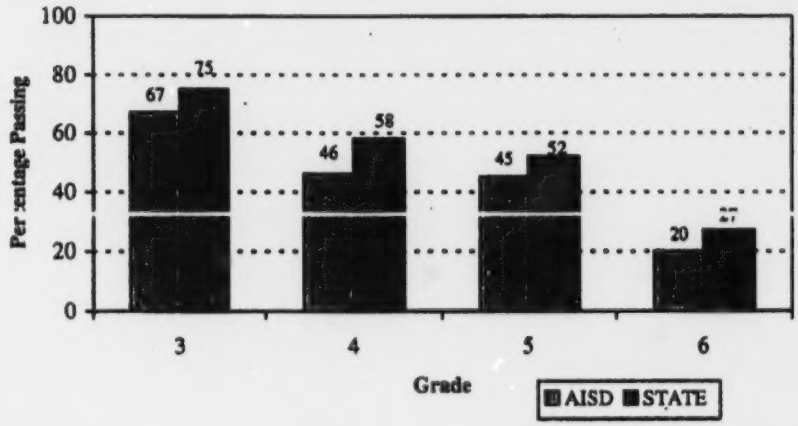
Statewide results on Spanish TAAS in 1999-2000 are presented in figure 12. Statewide, 75% of all LEP third-grade students passed the reading and mathematics tests. Throughout the state, 58% of students in the fourth grade passed the reading portion of the Spanish TAAS, and 76% mastered the mathematics section of the test. Fifty-two percent (52%) and 27% of bilingual students in grades 5 and 6 passed reading; and 75% and 50% of students in grades 5 and 6 passed mathematics. The percent passing for statewide bilingual students in writing was 73%. Overall, a lower percentage of AISD LEP students in grades 3, 4, 5, and 6 passed the Spanish TAAS tests in reading and mathematics than LEP students statewide (see Figures 13 and 14).

Figure 12: Statewide Spanish TAAS, Percentages Passing Reading and Mathematics Tests, 1999-2000



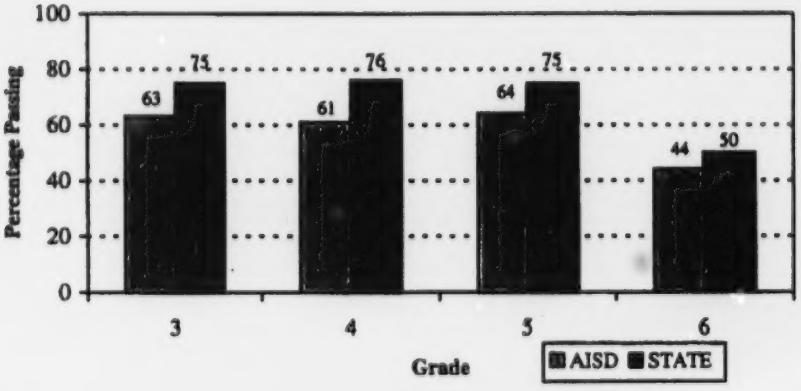

Data Source: TEA TAAS Spanish Summary Reports, Spring 2000

Figure 13: Percentages of Bilingual LEP Students Passing Spanish TAAS Reading, by Grade, AISD vs. State, 1999-2000




Data Source: TEA TAAS Spanish Summary Reports, Spring 2000

Figure 14: Percentages of Bilingual LEP Students Passing Spanish TAAS Mathematics, by Grade, AISD vs. State, 1999-2000



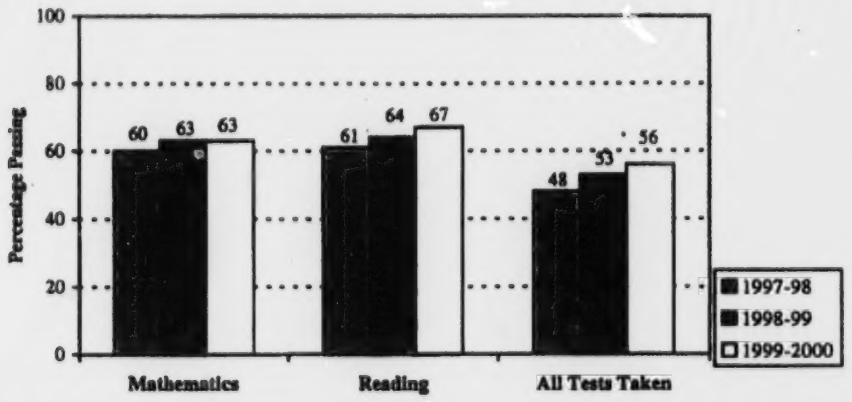

Data Source: TEA TAAS Spanish Summary Reports, Spring 2000

**Spanish TAAS 1997-98, 1998-99, and 1999-2000**

The number of LEP students in AISD who participate in the state's Spanish assessment program has increased during the past three years. In 1997-98, a total of 2,087 students were assessed with the Spanish TAAS, in 1998-99 a total of 2,344, and in 1999-2000 the number of participating students was 2,597. Figures 15-18 present the percentages passing Spanish TAAS for grades 3, 4, 5, and 6 in Mathematics, Reading, and All Tests Taken, for the 1997-98, 1998-99, and 1999-2000 school years. *Please note that the absence of data for 1998-99, in grade 6 (Figure 18) is due to the fact that only four students were tested, and TEA does not provide data for groups of fewer than five students.* As the figures show:

- Percentages passing in mathematics in grades 4, 5, and 6 have increased. In grade 3 in 1999-2000, the percentage passing remained the same.
- Percentages passing in reading in grades 3, 4, and 6 have increased for the past three years. In grade 5, the percentage passing decreased in the 1998-99 school year, but increased in the 1999-2000 school year.
- Percentages passing in all tests taken in grades 3, 4, and 6 have increased. In grade 5, the percentage passing remained the same from 1997-98 to 1998-99, but then increased in 1999-2000.
- Overall the increases in percentages passing indicate that more students are taking and passing the Spanish TAAS.

Figure 15: LEP Percentages Passing Spanish Mathematics, Reading, and All Tests Taken in School Years 1997-98, 1998-99, and 1999-2000, Grade 3




Data Source for Figures 15-18: TEA TAAS Spanish Summary Reports, July 1998, July 1999, and Spring 2000

Figure 16: LEP Percentages Passing Spanish Mathematics, Reading, and All Tests Taken in School Years 1997-98, 1998-99, and 1999-2000, Grade 4

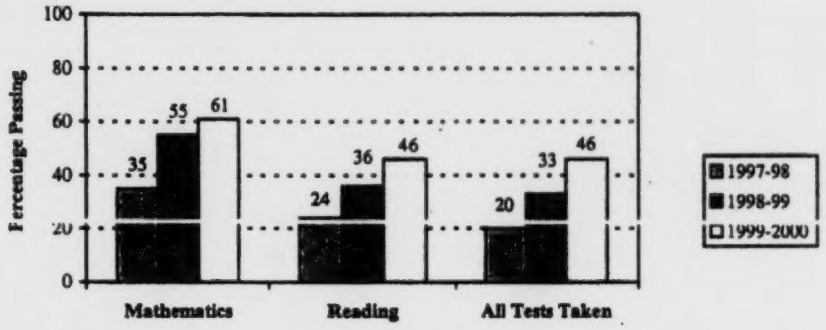



Figure 17: LEP Percentages Passing Spanish Mathematics, Reading and All Tests Taken in School Years 1997-98, 1998-99, and 1999-2000, Grade 5

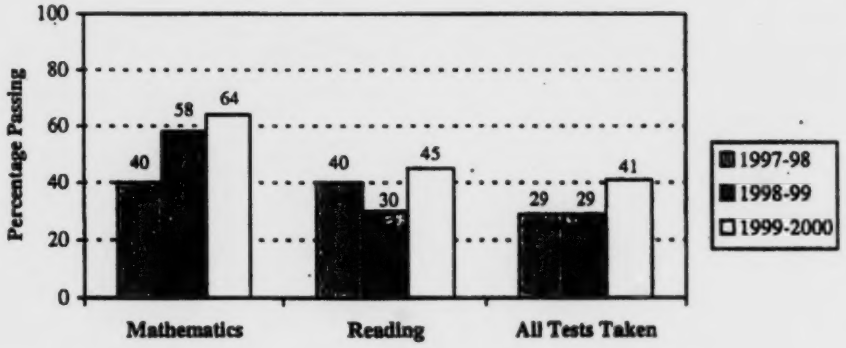
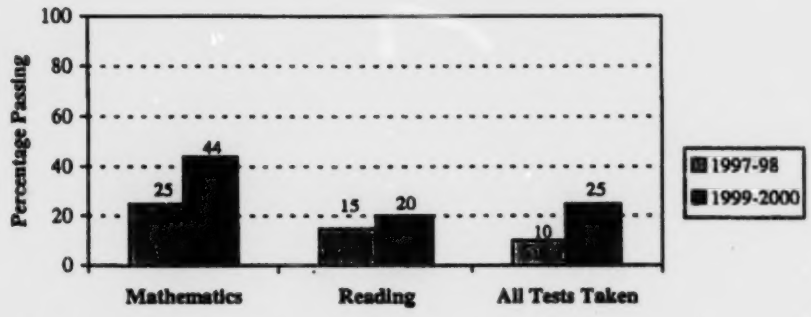



Figure 18: LEP Percentages Passing Spanish Mathematics, Reading, and All Tests Taken in School Years 1997-98, 1998-99, and 1999-2000, Grade 6



**Reading Proficiency Tests in English (RPTE)**

In March 2000, a new component of the statewide assessment program called the Reading Proficiency Tests in English (RPTE) was implemented. Along with the TAAS in English and Spanish, the RPTE will be a part of a comprehensive system for assessing LEP students' academic progress. The RPTE tests have been designed to provide information about students' current reading levels and annual growth in order to demonstrate how well they are developing the ability to read in English. The spring 2000 administration was the baseline administration of the RPTE. Annual growth will be measured after one year of testing has occurred. Following the baseline administration, performance standards will be set, and LEP students who have demonstrated the established level of English reading proficiency will no longer take the RPTE.

The test development process for the RPTE involved Texas educators, assessment specialists, and state and national experts in the phases of the test development process. Among the development phases were identifying skills (TEKS) to be assessed, articulating reading abilities typical of students at different proficiency levels, developing the specifications for prototype items and developing the items, and developing and reviewing the field-test items. After field testing the items, student performance data from the field test were reviewed to determine which items were appropriate for inclusion in the item banks. The final phase was developing the test blueprints.

The RPTE tests are similar to TAAS reading tests in some ways and different in others. They are similar in that they include reading passages and comprehension questions that are linked to the TEKS and are presented in multiple-choice format. The RPTE tests are different from TAAS tests primarily in purpose and in the way in which reading is measured. Each RPTE test spans a wide range of English reading proficiency. Items assessing the lowest range of proficiency measure the ability to understand frequently used English words and phrases and are not passage-based, while the highest level items measure the ability to think critically about information presented in fairly lengthy passages. The RPTE tests are designed to indicate where students are on a continuum that ranges from "no English reading proficiency" to "English reading proficient." There are three proficiency levels in the RPTE:

- Level 1, (beginning) proficiency is reflected in a minimal ability to derive meaning from English text;
- Level 2, (intermediate) proficiency is demonstrated by ability to understand simple, connected texts on familiar topics; and
- Level 3, (advanced) proficiency is demonstrated by ability to read more complex texts and move beyond literal comprehension.

The RPTE tests link performance to language proficiency levels rather than to grade levels. Each proficiency level describes the kind of language a second language learner can be expected to read and understand at a certain stage of English language development. Regardless of the grade level at the time of entry, LEP students move through each stage of English language development as they learn English. There is an RPTE test for each of the following four groups: Grade 3; Grades 4 and 5; Grades 6, 7, and 8; and Grades 9, 10, 11, and 12. Each of the four tests will assess beginning, intermediate, and advanced reading proficiency levels. These levels are identified both in the national standards for ESLanguage and in TEKS.

Each reading selection for the RPTE is written at the three proficiency levels. As students read selections at the various proficiency levels, they are asked to perform skills such as determining the meaning of words, identifying supporting ideas, summarizing, etc. Their performance on the test items at each proficiency level will provide information about how much English they can understand, and how well they are developing the reading skills that the TEKS require Texas students to be taught annually.

The RPTE tests are designed to form a bridge to the TAAS reading tests. Each test item for the RPTE is written to assess not only a particular grade group and proficiency level but also a particular TAAS reading objective and TEKS student expectation. The six TAAS reading objectives and associated TEKS student expectations are eligible for assessment on the RPTE tests.

In March 2000, a total of 5,503 AISD students were administered the RPTE and 959 students were absent (see Table 12). Of students who were absent, 681 were in grades 9-12, and 278 were in grades 3-8. All students classified as LEP in grades 3-12, including students taking the TAAS in English or Spanish, were required to take the RPTE tests during the spring administration. However, the only students who could be exempted from the test were students receiving special education services for whom the Annual Review and Dismissal Committee (ARD) determined the test would be inappropriate. Also exempted were recent immigrant students who had arrived in the United States in the 1999-2000 school year spring semester, and the Language Proficiency Assessment Committee (LPAC) determined the test would be unsuitable. Exempted special education and immigrant students are not reflected in Table 12.

Table 12: Number of AISD Students Tested and Absent for RPTE, by Grade Level, 1999-2000

| Grade | Number Tested | Number Absent |
|---|---|---|
| **3** | 1,391 | 35 |
| **4** | 975 | 20 |
| **5** | 778 | 25 |
| **6** | 636 | 41 |
| **7** | 550 | 80 |
| **8** | 439 | 77 |
| **9** | 406 | 352 |
| **10** | 220 | 210 |
| **11** | 77 | 76 |
| **12** | 31 | 43 |
| **Total** | 5,503 | 959 |

Data Source: Texas Reading Proficiency Tests in English Summary Report—Baseline Test, Austin ISD, Spring 2000

The RPTE tests administered in spring 2000 included between 56 and 60 items with approximately one-third of the items assessing each proficiency level. Students' performance on the test items at each proficiency level will provide information about how much English they can understand and how well they are developing the reading skills that the TEKS require students be taught annually. The preliminary results of the baseline RPTE data indicate that as the items become more difficult, fewer students answer correctly at the respective proficiency levels. The State Board of Education will determine the performance standards for the RPTE after the

baseline administration. Table 13 presents the average number of items answered correctly, by grade levels and proficiency levels.

Table 13: Average Number and Percentages of Items Answered Correctly on RPTE, Beginning, Intermediate, and Advanced Proficiency Levels, AISD LEP Students Tested, by Grade, Spring 2000

| Grade | Beginning Level | Intermediate Level | Advanced Level |
|---|---|---|---|
| 3 | 17/20 (85%) | 13/18 (72%) | 10/18 (56%) |
| 4 | 18/20 (90%) | 13/18 (72%) | 10/18 (56%) |
| 5 | 18/20 (90%) | 14/18 (78%) | 12/18 (67%) |
| 6 | 17/20 (85%) | 13/18 (72%) | 12/19 (63%) |
| 7 | 18/20 (90%) | 13/18 (72%) | 12/19 (63%) |
| 8 | 18/20 (90%) | 14/18 (78%) | 13/19 (68%) |
| 9 | 16/19 (84%) | 14/20 (70%) | 12/21 (57%) |
| 10 | 17/19 (89%) | 16/20 (80%) | 14/21 (67%) |
| 11 | 17/19 (89%) | 16/20 (80%) | 13/21 (62%) |
| 12 | 18/19 (95%) | 16/20 (80%) | 14/21 (67%) |

Data Source: Texas Reading Proficiency Tests in English Summary Report—Baseline Test, Austin ISD, Spring 2000

**English Proficiency**

The district's objective is to assist LEP students in attaining English proficiency and meeting the state's performance standards. The exit criteria for LEP students are determined primarily by state law. Prior to 1999-2000, the exit criteria for LEP students in AISD were more stringent than those in the state's criteria. LEP students in AISD were expected to pass TAAS Reading, Mathematics, and Writing (when applicable) Tests in English, while LEP students throughout the state were expected to meet state standards on the TAAS Reading and Writing Tests (when applicable). In the 1999-2000 school year, the exit criteria for AISD were aligned with the state's criteria to reflect adherence to the state mandate. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status in AISD, a student must:

- Score at or above the 40$^{th}$ percentile in both the English reading and the English language arts sections on the Iowa Tests of Basic Skills (ITBS), or
- Meet the state performance standards on the English language criterion-referenced assessment instrument (TAAS) for reading and writing (when available) required in the Texas Education Code, §39.023, at grade level.

The LPACs at the individual campuses may choose to have an oral proficiency test, such as the Language Assessment Scales (LAS) or the Individual Diagnostic English Assessment (IDEA), administered to the LEP students for additional information. In making the determination, the LPAC also considers the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited LEP student is monitored for two years to ensure

he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

**Number of Exits**

Prior to the 1992-93 school year, it was possible to determine the number of students exiting the program in a given school year. In the 1993-94 school year, a district task force on student assessment made the recommendation that the district's standardized achievement testing program be changed from a spring to a fall administration of selected grades in fall 1994. Because of the changes in the testing schedule at the district level, the LPAC decisions were delayed and student exits were recorded on the LEPS Master File on an ongoing basis instead of at a single time during the school year. To accomplish this change it became necessary to modify the time at which exited students were counted. A single-year span was deemed an unreliable reflection of the number of LEP exits; therefore a two-year span was selected.

Since the decision was made to count exited LEP students every two academic years, four groups of exited students have been identified (see Table 14). The most recent group of exited students, Group 4, has an unprecedented number of students exiting the bilingual/ESL program. A possible explanation for this number could be the alignment of the AISD exit criteria with the state-mandated criteria. In Group 4, a total of 1,377 were exited from the Bilingual/ESL Program between June 1, 1998 and May 31, 2000.

Table 14: Exited Groups of LEP Students, 1992-2000

| Group | Academic Years for Exited LEP Students | Original Number of Exited Students |
|---|---|---|
| **Group 1** | August 25, 1992 – May 31, 1994 | 454 |
| **Group 2** | June 1, 1994 – May 31, 1996 | 444 |
| **Group 3** | June 1, 1996 – May 31, 1998 | 650 |
| **Group 4** | June 1, 1998 – May 31, 2000 | 1,377 |

Data Source: AISD Student Records

Academic data for all four groups of LEP exited students were examined in the summer of the 1999-2000 school year. Longitudinal information for all four groups is included later in the Longitudinal Study section of this report. *It is most important to remember that because exited LEP students are monitored for two years upon program exit, they may be returned to LEP status if they are unable to maintain passing scores on the TAAS. Consequently, it may be possible for students who are then re-exited to be counted as members of two exit groups. This possibility is being monitored with care.* Data for the most recent group of exited LEP students (Group 4) are also included in the longitudinal section. Table 15 presents the 1999-2000 grade levels of all four groups of exited LEP students. Exited students from all four groups continue to progress to the next grade level, as evidenced by the smaller number of students in the elementary grades.

Table 15: Number of Exited LEP Students, per Group, by Grade Levels, 1999-2000

| 1999-2000 Grade Level | Exited LEP Students Group 1 | Exited LEP Students Group 2 | Exited LEP Students Group 3 | Exited LEP Students Group 4 |
|---|---|---|---|---|
| **3** | 0 | 0 | 0 | 1 |
| **4** | 0 | 0 | 1 | 175 |
| **5** | 0 | 0 | 1 | 248 |
| **EL 6** | 0 | 0 | 13 | 57 |
| **Elementary Total** | 0 | 0 | 15 | 481 |
| **MS 6** | 0 | 0 | 50 | 153 |
| **7** | 0 | 31 | 106 | 228 |
| **8** | 0 | 42 | 116 | 150 |
| **Middle/Junior High Total** | 0 | 73 | 272 | 531 |
| **9** | 68 | 77 | 127 | 93 |
| **10** | 49 | 66 | 61 | 57 |
| **11** | 43 | 39 | 49 | 85 |
| **12** | 29 | 10 | 10 | 130 |
| **High School Total** | 189 | 192 | 247 | 365 |
| **Total Exited Students** | 189 | 265 | 534 | 1,377 |

EL = Elementary grade 6 *MS 6 = Middle School grade 6
Data Source: AISD Student Records

# ALTERNATIVE LANGUAGE PROGRAM BILINGUAL/ESL PROFESSIONAL STAFF DEVELOPMENT

In compliance with state law, the 1999-2000 evaluation plan for the Bilingual/ESL Programs included evaluation questions concerning the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 1999-2000 school year, the district's bilingual coordinators collected sign-in sheets, staff development agendas and workshop descriptors, workshop information sheets for the Professional Development Academy (PDA), correspondence to campuses, substitute teacher charge forms and copies of evaluation forms from workshop participants, and other relevant information to answer the questions.

More than half (69%) of the training sessions/activities occurred at AISD's Professional Development Academy, which is the district's facility for professional staff development. The other workshops (31%) were conducted throughout the school district at elementary and middle school campuses, and other school district facilities.

**Frequency of Training Activities**

Professional staff development transpired throughout the academic year. The collaboration of the bilingual education director and coordinators resulted in a total of 51 professional development workshops. Thirty-five workshops (69%) were held during the 1999 fall semester, and sixteen (31%) were held during the spring semester. Most of the teacher training occurred during the fall semester to provide teachers with the knowledge and the skills they would utilize throughout the school year. Professional development after school hours allowed for teacher instructional continuity, reduced the need for substitutes, and optimized the time teachers spent in their classroom.

As required by state law, the frequency and duration of the workshops included one workshop, which lasted two days, and eleven training sessions, which were all-day commitments for teachers and other participants. Those workshops began at 8:30/9:00 AM and ended at 3:30/4:00 PM. Of the thirteen workshops lasting three hours, seven were held in the morning from 8:30 AM to 11:30 AM and six were conducted between 12:30 PM and 7:30 PM. One workshop lasted two and one-half hours and it was held from 3:45 PM until 6:30 PM. Fourteen workshops had a duration of two hours and they were conducted after school from 3:30 PM to 6:30 PM. Eight training sessions, lasting one and one-half hours were conducted from 3:30 PM to 5:00 PM, and two sessions were held in the morning from 8:30 AM until 10:00 AM. The district administrators participated in a one-hour training session conducted in the afternoon between 1:00 PM and 4:00 PM. With the exception of the full-day workshops, most of the workshops occurred in the afternoon to enhance teacher participation without altering their teaching schedules. Appendix B lists all 51 professional staff development activities and the specific details pertaining to each workshop.

**Number of Teachers and Teacher Assistants Trained**

In 1999-2000, a total of 1,174 staff members participated in professional staff development for teachers and teacher assistants of LEP students. Among the participants were

principals, assistant principals, helping teachers, counselors, curriculum specialists, instructional specialists, bilingual instructional coordinators, teachers, data entry clerks, and secretaries. Two teacher assistants from special education programs participated in professional staff development during the 1999-2000 school year.

The professional staff development workshops occurred in increments of one, one and one-half hours, two hours to two and one-half hours, three hours, and seven hours. Altogether, 176.5 hours of professional staff development training on topics related to bilingual education were delivered to 1,174 teachers, administrators, and other bilingual support staff, for a total of 43,962 staff-hours (see Table 16).

Table 16: Professional Staff Development Hours for Bilingual Teachers, Administrators, and Other Bilingual Support Staff, 1999-2000

| Duration of Workshop – Number of Hours | Number of Workshops | Number of Participants | Total Number of Staff Hours |
|---|---|---|---|
| **1.0** | 1 | 46 | 46 |
| **1.5** | 10 | 218 | 3,270 |
| **2.0** | 14 | 276 | 7,728 |
| **2.5** | 1 | 12 | 30 |
| **3.0** | 13 | 249 | 9,711 |
| **7.0** | 11 | 285 | 21,945 |
| **14.0** | 1 | 88 | 1,232 |
| **Total** | 51 | 1,174 | 43,962 |

Data Source: Bilingual/ESL Program Records

**Scope of Training**

The general themes of the professional staff development activities for the teachers of language minority children centered on providing teachers and support staff with programmatic information with an elementary or a secondary focus, and instructional activities applicable to all grade levels. In addition, professional development activities provided training to facilitate bilingual/ESL and oral language proficiency endorsement, the new ESL adopted materials, Spanish language study and practice for bilingual and ESL teachers, and general topics related to bilingual instruction.

The professional development workshop descriptors were prepared by the bilingual staff. These descriptors were submitted to the Professional Development Academy and included in the Academy's Catalog for districtwide distribution. During the year, the bilingual director and coordinators invited staff to attend professional development activities that were appropriate and addressed district and/or program initiatives. For certain workshops, the participating bilingual staff received a stipend, and in some situations a substitute was hired at the expense of the Bilingual/ESL Programs to release the teacher from classroom obligations.

During August and the first part of September 1999, the bilingual instructional coordinators provided 12 workshops that addressed programmatic issues including the following:

- A current overview of the state and district requirements involved in identifying and planning appropriate instruction of LEP students, and the guidelines applicable to the Language Proficiency Assessment Committee (LPAC);

- The use of two instruments for language assessment for both identification and instructional purposes;
- A review of current policies and procedures regarding LEP student identification and appropriate placement with new bilingual teachers coming into AISD; and
- A presentation and hands-on training in a computer laboratory to data entry clerks and other campus staff on appropriate data entry procedures for LEP students and timelines governing established procedures.

A total of 426 teachers and other school personnel participated in the workshops addressing programmatic issues. They provided instruction and school related services to students in grades Pre-K-12.

The instructional workshops, conducted throughout the academic year, provided training primarily for elementary teachers, except for three workshops that addressed effective instructional strategies for secondary teachers. More specifically the workshops covered:

- A balanced approach to literacy, in which the primary language is developed and nurtured and the second language introduced and supported in order to facilitate the transition into English, was the focus ten workshops. The workshops presented the management and application of the Estrellita Phonics Program, and strategies that enhance the learning of phonics. The balanced literacy workshops demonstrated how to organize the bilingual environment to promote meaningful reading and writing centers, how to arrange letters and make Spanish words, and how to conduct interactive and guided writing activities. Teachers learned to use the Primary Literacy Assessment, the state-approved assessment instrument, used for documenting students' progress in reading and writing. The workshops addressed new instructional strategies to support emergent readers.
- Five workshops presented instructional strategies for each of the aims and modes tested on TAAS Writing. One other writing workshop explored current research on teaching writing to young learners, and another training session dealt with how to enable students with all the stages of writing from selecting a topic to proofreading the final draft.
- One training activity focused on introducing the teachers to the new state-adopted ESL materials *Into English Grade-1-4*. The focus of the training was to assist teachers in effectively implementing the program.
- One staff development session prepared teachers with the necessary strategies to identify gifted and talented language minority students.
- Two workshops reviewed the most current information on the guidelines for the assessment of all LEP students with the new state instrument – *Reading Proficiency Tests in English (RPTE)*. Two additional workshops were held for LPAC members to assist them with utilizing the LEP rosters for decision-making with regards to all LEP students participating in the state's proficiency assessment.
- Five workshops were held for teachers to practice their Spanish heritage language. The teachers practiced listening, speaking, reading, and writing in Spanish. They read contemporary literature and kept reflective journals.

- Three training activities were designed for middle/junior high school and high school ESL teachers. The focus was on a balanced reading and writing program, authentic assessment in literacy, and a discussion of effective strategies for applying ESL methodology to the content areas. In one of the activities the participants learned how to use multimedia software to provide ESL instruction to LEP students.

Throughout the academic year, a total of 626 elementary and secondary teachers participated in instructional professional development training activities.

Two training sessions for elementary and secondary teachers were provided on the administration of Language Assessment Scales-Oral (LAS-O) in spring 2000. The participants were given an overview of the language scales and had the opportunity to practice administering the test, as well as scoring written samples of the assessment instrument. A total of 44 assistant principals, instructional specialists, counselors, curriculum specialists, and teachers participated in the training activity.

Six workshops, two Texas Oral Proficiency Test (T.O.P.T.), two Bilingual Education Examination for the Certification of Educators in Texas (BE-ExCET) and two ESL Examination for the Certification of Educators in Texas (ESL-ExCET) sessions prepared teachers for taking examinations that would facilitate their bilingual and/or ESL certification process. The professional development workshops had 78 participants who taught in elementary, middle/junior high, and high school.

**Results of Training**

Teachers completed evaluation forms for 30 (59%) of the 51 workshops, the results were tallied and percentages calculated. The evaluation forms completed by the participants for the workshops were from the Professional Development Academy. The evaluation form has four general evaluation sections, a section for comments, a section for listing training topics that are of interest, and a place for teachers to suggest improvements for future teacher training and development.

The evaluation form has a 4-point scale with the following choices: "strongly disagree" = 1, "disagree" = 2, "agree" = 3, and "strongly agree" = 4. Results for individual workshops are available as part of the staff development records. The majority of responses, for all the workshops were in the "agree and strongly agree" categories. Results of the professional development evaluation forms indicated that most participants:

- Strongly agreed or agreed that the objectives were clearly stated, the training matched the objectives, and the environment was conducive to learning. The range of the results was between 71%-100% agreement.
- Strongly agreed or agreed that the instructor was knowledgeable, used effective techniques, and encouraged the exchange of ideas. The range of the results was between 61%-100% agreement.
- Strongly agreed or agreed that the training was applicable to their work, the length of the session was sufficient, and most indicated that follow-up training would be helpful. The range of the results was between 48%-100% agreement.
- Strongly agreed or agreed that the information presented was applicable to their work setting. The range of the results was between 50%-100% agreement.

***Overall, the participants reported that the professional staff development provided by the bilingual education director and coordinators was appropriate and could be applied their work settings.***

## LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, and potential retention rates, etc.) as a gauge of program effectiveness, evaluation staff also conducted longitudinal studies. Two are described in this report: 1) four groups of exited LEP students, and 2) LEP students served versus LEP students not served due to parent refusals.

### FOLLOW-UP OF EXITED STUDENTS

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1999-2000 school year were examined for four groups of former LEP students who had exited the AISD's Bilingual/ESL Programs over the past 7-8 years. The four groups were defined as follows:

- Group 4 students were exited at some point between the beginning of the 1998-99 school year and the end of the 1999-2000 school year (June 1, 1998-May 31, 2000);
- Group 3 students were exited at some point between the beginning of the 1996-97 school year and the end of the 1997-98 school year (June 1, 1996 to May 31, 1998);
- Group 2 students were exited at some point between the beginning of the 1994-95 school year and the end of the 1995-96 school year (June 1, 1994 to May 31, 1996); and
- Group 1 students were exited at some point between the beginning of the 1992-93 school year and the end of the 1993-94 school year (August 25, 1992 to May 31, 1994).

### Former LEP Students: Group 4

The most recent group of exited LEP students was identified at the end of the 1999-2000 school year. A group of 1,377 former LEP students (Group 4), who had exited the Bilingual/ESL Program, was identified from the LEPS Master File. Of these students, all (100%) were at AISD at the end of the second semester 1999-2000. At the time of identification (May 31, 2000), the exited students were in grades 3-12: 481 in grades 3-6; 531 in grades 6-8; and 365 in grades 9-12. (See Table 15.) One hundred and nine (8%) former LEP students from Group 4 graduated in 1999-2000. *One hundred and forty (10%) former LEP students did not pass the TAAS reading test in spring 2000. Since the former students did not maintain passing scores on the TAAS, their exit status will be reviewed by the LPAC, and they will be reclassified as LEP in fall 2000.*

Outcome data were obtained for the three groups of students, elementary, middle/junior high, and high school. The data for Group 4 are summarized across grade spans in Table 17.

- The percentages of former LEP students in elementary, middle/junior high school, and high school who were recommended in spring 2000 for potential retention the following year were slightly lower but similar to that of students districtwide.
- The overall GPAs of former LEP students in middle/junior high school and high school were similar to the GPAs of other students in the district.
- The attendance rates of former LEP students at the elementary, middle/junior high school, and high school were similar to the attendance rates of students districtwide.

- Compared with the overall district percentages of students involved in discipline incidents, former LEP students in elementary, middle/junior high, and high school seemed to have lower discipline rates than students districtwide.

These results on other performance indicators are important because they demonstrate former LEP students are continuing to attend school, they are maintaining their GPAs, seem to have fewer discipline incidents, and their potential retention rates are similar to other students in the district.

Table 17: Other Indicators of Program Effectiveness for Exited LEP Students, Group 4, and AISD, 1999-2000 (Group 4, Exited June 1, 1998 Through May 31, 2000)

| Indicator | Elementary School | | Middle/Junior High School | | High School | |
|---|---|---|---|---|---|---|
| **Potential Retention Rate** | | | | | | |
| ***District Rate*** | 1.3% | | 7.3% | | 13.4% | |
| ***Exited LEP Student Rate*** | 0% | | 5.3% | | 12.6% | |
| **Grade Point Average** | | | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Average*** | N/A | | 84.1 | 83.9 | 81.1 | 79.9 |
| ***Exited LEP Student Av.*** | | | 85.7 | 85.4 | 81.6 | 78.8 |
| **Attendance Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 96.4% | 95.6% | 95.1% | 93.5% | 89.0% | 86.9% |
| ***Exited LEP Student Rate*** | 98.3% | 97.7% | 96.5% | 94.9% | 89.0% | 86.4% |
| **Discipline Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 1.9% | 2.4% | 7.5% | 10.5% | 5.4% | 5.5% |
| ***Exited LEP Student Rate*** | 0.6% | 1.0% | 4.5% | 6.6% | 1.4% | 2.2% |

Data Source: AISD Student Records

The achievement of the 1,377 exited LEP students in Group 4 as measured by standardized tests is presented in Tables 18 and 19. Table 18 presents the spring 2000 TAAS results and Table 19 presents the students' median scores from the fall administration of the ITBS.

- In Reading, the percentages passing TAAS were between 73% and 100% for all grade levels; all former LEP students in Group 4 met the state standard. The percentages passing Mathematics were between 88% and 96% for grades 4-10 (Exit) with one student in grade 3 who did not pass. In All Tests Taken the percentages passing were between 71% and 93%, with two exceptions in grades 3 (0%) and 7 (68%). Former LEP students performed well on the TAAS Writing Tests, with the percentages passing in grades 4, 8, and 10/Exit Level as follows 95% (N=169), 81% (N=145) and 97% (N=273), respectively.
- In 1999-2000, the ITBS was administered in grades 3, 5, and 8. Former LEP students scored below the national average on the Reading and Mathematics Tests in all three grade levels, and the Composite scores were also below the national average.

Table 18: Exited LEP Students, Group 4, Number Tested and Percentages Passing TAAS, 1999-2000, (Group 4, Exited June 1, 1998 Through May 31, 2000)

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| **3** | 1 | 100% | 1 | 0% | 1 | 0% |
| **4** | 141 | 95% | 140 | 96% | 174 | 91% |
| **5** | 248 | 92% | 245 | 96% | 248 | 90% |
| **EL 6*** | 56 | 93% | 55 | 96% | 56 | 91% |
| **MS 6*** | 150 | 91% | 151 | 92% | 151 | 85% |
| **7** | 225 | 73% | 225 | 88% | 228 | 68% |
| **8** | 147 | 84% | 145 | 92% | 149 | 71% |
| **10/Exit** | 273 | 96% | 273 | 95% | 273 | 93% |

*EL 6 = Elementary grade 6 *MS 6 = Middle School grade 6

Data Source: AISD Student Records

Table 19: Exited LEP Students, Group 4, Number Tested and Median Percentiles, ITBS, 1999-2000, (Group 4, Exited June 1, 1998 Through May 31, 2000)

| 1999-2000 | Reading | | Mathematics | | Composite | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Median Percentile* | Number Tested | Median Percentile | Number Tested | Median Percentile |
| **3** | 1 | 15 | 1 | 2 | -- | -- |
| **5** | 238 | 34 | 235 | 49 | 227 | 41 |
| **8** | 140 | 20 | 135 | 36 | 129 | 26 |

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Data Source: AISD Student Records

**Former LEP Students: Group 3**

The exited LEP students in Group 3 were identified during summer 1998 from the LEPS Master File. The original group consisted of 650 former LEP students; and all (100%) of them were at AISD at the end of the second semester 1997-98. At the time of identification (May 31, 1998), the exited students were in grades 3-12: 200 in grades 3-6; 307 in grades 6-8; and 143 in grades 9-12. Twenty-eight former LEP students from Group 3 graduated in 1997-98.

In 1998-99, the exited students from Group 3 were in grades 3-12: 78 in grades 3-6; 350 in grades 6-8; and 189 in grades 9-12. Twenty-nine students had graduated in 1998-99. Partial data were available for 19 students who were no longer attending AISD.

In 1999-2000, as in previous years, the file of former exited students was matched to the Student Master File in an effort to update and determine the correct academic grade of exited students. The results of the search indicated that 15 students were in elementary school (grades 4-6); 272 students in middle/junior high school (grades 6-8); and 275 in high school (grades 9-12). (See Table 15.) Ten students from Group 3 had graduated in 1999-2000. Partial data were available for 28 students who would have been in high school. *Twenty-three students may be reviewed by their respective LPACs because they did not pass the TAAS Reading Test in spring 2000. The number of years in which a student consistently passes TAAS is the determining*

*variable for reclassification as limited English proficient. The decision to reclassify a student is a campus-level decision made by the LPAC.*

Outcome data were obtained for two groups of students, middle/junior high, and high school. Since only 15 students remained in the elementary grades a group analysis would yield unreliable results. However, a review of the elementary students' test results on the district's TAAS File indicated that 13 (87%) had consistently met state standards. The data for Group 3 are summarized across grade spans in Table 20.

- The percentages of former LEP students in middle/junior high school and high school who were recommended in spring 2000 for potential retention the following year were lower than the percentages of students districtwide.
- Compared with the overall GPAs for all middle/junior high school and high school students, the GPAs of former LEP students were similar to the overall GPAs of students districtwide.
- The attendance rates of former LEP students in middle/junior high and high school were similar to the respective overall district attendance rates at those grade levels.
- Compared with the overall percentages of students involved in discipline incidents, former LEP students in middle/junior high and high school seemed to have lower discipline rates than did students districtwide.

As with Group 4, results on other performance indicators for Group 3 exited students are important because they demonstrate former LEP students are continuing to attend school, and they are maintaining their GPAs. The potential retention rate of former LEP students in Group 3 seems to be lower than other students in the district.

Table 20: Other Indicators of Program Effectiveness for Exited LEP Students, Group 3, and AISD, 1999-2000, (Group 3, Exited June 1, 1996 Through May 31, 1998)

| Indicator | Middle/Junior High School | | High School | |
|---|---|---|---|---|
| **Potential Retention Rate** | | | | |
| ***District Rate*** | 7.3% | | 13.4% | |
| ***Exited LEP Student Rate*** | 4.4% | | 9.8% | |
| **Grade Point Average** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Average*** | 84.1 | 83.9 | 81.1 | 79.9 |
| ***Exited LEP Student Av.*** | 86.2 | 85.8 | 81.4 | 79.8 |
| **Attendance Rate** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 95.1% | 93.5% | 89.0% | 86.9% |
| ***Exited LEP Student Rate*** | 96.5% | 95.4% | 90.6% | 88.7% |
| **Discipline Rate** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 7.5% | 10.2% | 5.4% | 5.5% |
| ***Exited LEP Student Rate*** | 3.7% | 7.0% | 3.3% | 2.2% |

Data Source: AISD Student Records

The achievement of the 547 exited LEP students as measured by standardized tests is presented in Tables 21 and 22. Table 21 presents the spring 2000 TAAS results and Table 22 presents the students' median scores from the fall administration of the ITBS.

- In Reading the percentages passing TAAS were between 93% and 96% and in Mathematics the percentages passing were between 94% and 98%. On All Tests Taken the percentages passing for the students in Group 3 were between 80% and 96%. The percentages passing TAAS were commendable. Former LEP students performed well on the TAAS Writing Tests, the percentages passing in grades 8 and 10/Exit Level were well above the state's passing standard of 70%; 88% (N=109) and 94% (N=148), respectively.
- In 1999-2000, the ITBS was administered in grades 3, 5, and 8. Former LEP students from Group 3 were no longer in grades 3 or 5. Students in grade 8 scored below the national average on the Reading and Mathematics Tests, and their Composite scores were also below the national average.

Table 21: Exited LEP Students, Group 3, Number Tested and Percentages Passing TAAS, 1999-2000, (Group 3, Exited June 1, 1996 Through May 31, 1998)

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| **MS 6*** | 49 | 96% | 49 | 98% | 49 | 96% |
| **7** | 103 | 93% | 104 | 95% | 104 | 89% |
| **8** | 110 | 94% | 109 | 94% | 112 | 80% |
| **10/Exit** | 148 | 95% | 148 | 95% | 148 | 90% |

*MS 6 = Middle School grade 6
Data Source: AISD Student Records

Table 22: Exited LEP Students, Group 3, Number Tested and Median Percentiles, ITBS, 1999-2000, (Group 3, Exited June 1, 1996 Through May 31, 1998)

| 1999-2000 | Reading | | Mathematics | | Composite | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Median Percentile* | Number Tested | Median Percentile | Number Tested | Median Percentile |
| **8** | 112 | 27 | 105 | 42 | 99 | 34 |

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.
Data Source: AISD Student Records

**Former LEP Students: Group 2**

In the 1997-98 school year, the original file of former LEP students was matched to the Student Master File in an effort to update and establish the correct academic grade of former LEP students. The file for Group 2 had a total of 395 students; and records for 62 students were deleted because they did not return to AISD. The file indicated that 19 students had graduated in the 1996-97 school year.

Thus, records indicated that in 1997-98, 338 former LEP students had continued with their education at AISD. The returning students were in grades 5-12: 43 in grades 5-6, 188 in grades 6-8, and 107 in grades 9-12. Sixteen former LEP students from Group 2 graduated in 1997-98.

In the 1998-99 school year, the returning former LEP students were in grades 6-12: 146 in grades 6-8, and 168 in grades 9-12. Eight former LEP students from Group 2 graduated in 1998-99. Partial data were available for 41 former LEP students who were no longer attending AISD.

In 1999-2000, as in previous years, the file of former LEP students was matched to the Student Master File in an effort to update and determine the correct academic grade of former LEP students. The results of the search indicated that the returning former LEP students were in grades 7-12: 73 students in middle/junior high school (grades 7-8); and 192 in high school (grades 9-12). (See Table 15.) Ten students from Group 2 had graduated in 1999-2000. Partial data were available for 10 students who would have been in high school. *Eleven students may be reviewed by their respective LPACs because they did not pass the TAAS Reading Test in spring 2000. The number of years in which a student consistently passes TAAS is the determining variable for reclassification as limited English proficient. The decision to reclassify a student is a campus-level decision made by the LPAC.*

Outcome data for Group 2 are summarized across grade spans in Table 23. As Table 23 illustrates:

- The potential retention rate for former LEP students in middle/junior high school was similar but lower than the rate for students districtwide in spring 2000. Former LEP students in high school had a potential retention rate that seemed lower than the potential retention for students districtwide.
- The GPAs for all middle/junior high school and high school students were similar to the GPAs for former LEP students in middle/junior high school and high school.
- The attendance rates of former LEP students at middle/junior high and high school were similar to the respective overall district attendance rates at those grade levels.
- Compared with the percentages of students involved in discipline incidents in middle/junior high school and high school at the district level, the percentages for former LEP students seemed to be lower.

Table 23: Other Indicators of Program Effectiveness for Exited LEP Students, Group 2, and AISD, 1999-2000, (Group 2, Exited June 1, 1994 Through May 31, 1996)

| Indicator | Middle/Junior High School | | High School | |
|---|---|---|---|---|
| **Potential Retention Rate** | | | | |
| ***District Rate*** | 7.3% | | 13.4% | |
| ***Exited LEP Student Rate*** | 6.8% | | 9.4% | |
| **Grade Point Average** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Average*** | 84.1 | 83.9 | 81.1 | 79.9 |
| ***Exited LEP Student Av*** | 86.8 | 86.4 | 81.2 | 79.9 |
| **Attendance Rate** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 95.1% | 93.5% | 89.0% | 86.9% |
| ***Exited LEP Student Rate*** | 95.3% | 94.7% | 91.2% | 88.7% |
| **Discipline Rate** | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 7.5% | 10.2% | 5.4% | 5.5% |
| ***Exited LEP Student Rate*** | 5.5% | 6.8% | 1.0% | 4.0% |

Data Source: AISD Student Records

The achievement of the 275 former LEP students as measured by standardized tests is presented in Tables 24 and 25. Table 24 presents the spring 2000 TAAS results and Table 25 presents the students' scores from the fall administration of the ITBS.

- In Reading, the percentages passing TAAS were between 92% and 96%. In Mathematics, the percentages passing were between 89% and 93%. On All Tests Taken, the percentage passing for students in Group 2 were between 83% and 93%. The percentages passing attained by former students were above the established passing standard of 70%. Former LEP students performed well on the Writing Tests: the percentages passing grades 8 and 10/Exit Level were 88% (N=40) and 90% (N=125), respectively, both well above the passing state standard.
- In 1999-2000, the ITBS was administered in grades 3, 5, and 8. Former LEP students from Group 2 were no longer in grades 3 or 5. Students in grade 8 scored above the national average on the Mathematics Test, and their Composite scores were at the 50$^{th}$ percentile which is the national average.

Table 24: Exited LEP Students, Group 2, Number Tested and Percentages Passing TAAS, 1999-2000, (Group 2, Exited June 1, 1994 Through May 31, 1996)

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| **7** | 28 | 96% | 29 | 93% | 29 | 93% |
| **8** | 39 | 92% | 38 | 89% | 40 | 83% |
| **10/Exit** | 125 | 94% | 125 | 92% | 125 | 86% |

Data Source: AISD Student Records

Table 25: Exited LEP Students, Group 2, Number Tested and Median Percentiles, ITBS, 1999-2000, (Group 2, Exited June 1, 1994 Through May 31, 1996)

| 1999-2000 | Reading | | Mathematics | | Composite | |
|---|---|---|---|---|---|---|
| Grade | Number Tested | Median Percentile* | Number Tested | Median Percentile | Number Tested | Median Percentile |
| 8 | 39 | 37 | 38 | 63 | 36 | 50 |

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Data Source: AISD Student Records

**Former LEP Students: Group 1**

In 1999-2000, the progress of the first group of former LEP students (Group 1) was also examined. As in the previous five years, outcome data were obtained for the group of students in high school that continued at AISD. In 1997-98, the original file of exited LEP students was compared to the Student Master File in an effort to update and establish the correct academic grade of the exited students. The file for Group 1 had a total of 292 students and records for 68 students were deleted because they did not return to AISD for the 1997-98 school year. The file indicated that five students had graduated in the 1996-97 school year.

Central records indicated that in the 1997-98 school year, 292 former LEP students had continued with their education at AISD. The returning students were in grades 6-12: 153 in grades 6-8, and 139 in grades 9-12. Fifteen former LEP students from Group 1 graduated in 1997-98.

In the 1998-99 school year, the former LEP students were in grades 7-12: 90 in grades 7-8, and 198 in grades 9-12. Seventeen students had graduated in 1998-99. Partial data were available for 38 students who were no longer attending AISD.

In 1999-2000, as in previous years, the file of former LEP students was matched to the Student Master File in an effort to update and determine the correct academic grade of exited students. The results of the search indicated that 189 students remained at AISD and they were all in high school. (See Table 15.) Twenty-eight students from Group 1 had graduated in 1999-2000. Partial data were available for 21 students who would have been in high school. *Eight students may be reviewed by their respective LPACs because they did not pass the TAAS Reading Test in spring 2000. The number of years in which a student consistently passes TAAS is the determining variable for reclassification as limited English proficient. The decision to reclassify a student is a campus-level decision made by the LPAC.*

The following outcome data were obtained for students in Group 1, as Table 26 on the following page illustrates:

- The percentage of former LEP students in high school recommended for potential retention the following year was similar to the percentage for students districtwide.
- The GPAs for former LEP students in high school were similar to the GPAs of all other district students.
- The attendance rate for former LEP students in high school was similar to the attendance rate of all students throughout the district.

- Comparing the percentages of students involved in disciplinary incidents in high school, the percentages for former LEP students seemed lower than that of all other students in the district.

Table 26: Other Indicators of Program Effectiveness for Exited LEP Students, Group 1, and AISD, 1999-2000, (Group 1, Exited August 25, 1992 Through May 31, 1994)

| Indicator | High School | |
|---|---|---|
| **Potential Retention Rate** | | |
| ***District Rate*** | 13.4% | |
| ***Exited LEP Student Rate*** | 12.4% | |
| **Grade Point Average** | *Fall* | *Spring* |
| ***District Average*** | 81.1 | 79.9 |
| ***Exited LEP Student Av.*** | 81.9 | 78.8 |
| **Attendance Rate** | *Fall* | *Spring* |
| ***District Rate*** | 89.0% | 86.9% |
| ***Exited LEP Student Rate*** | 89.6% | 86.1% |
| **Discipline Rate** | *Fall* | *Spring* |
| ***District Rate*** | 5.4% | 5.5% |
| ***Exited LEP Student Rate*** | 2.4% | 2.4% |

Data Source: AISD Student Records

The achievement of the 210 exited LEP students as measured by standardized tests is presented in Table 27.

- In Reading, the percentage passing TAAS was 94% and in Mathematics, the percentage passing was 91%. On All Tests Taken the percentage passing for the students in Group 1 was 89%. The percentage passing TAAS were commendable. Former LEP students performed well on the TAAS Writing Tests, the percentage passing at the 10/Exit Level was well above the state standard of 70%; 96% (N=144).
- The ITBS is not administered beyond the eighth grade.

Table 27: Exited LEP Students, Group 1, Number Tested and Percentages Passing TAAS, 1999-2000, (Group 1, Exited August 25, 1992 Through May 31, 1994)

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| **10/Exit** | 144 | 94% | 144 | 91% | 144 | 89% |

Data Source: AISD Student Records

## LEP Served Versus Parent Refusals

Program effectiveness also was gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refused program services. Because it is neither ethically or legally possible to assign students to a control group for the purpose of evaluating program effectiveness, "LEP Refusals," as they may be termed, constitute a naturally occurring comparison group. The LEP-Refusal students differ from the LEP-served students in that, as a group, their parents decided to refuse program services. In other respects, they seem to have similar characteristics in several demographic and school-related variables with a few exceptions, and therefore are useful for comparison purposes. For instance, there seems to be a difference in the low income variable, the percentages of LEP students served in elementary, middle school, and high school are higher than the LEP refusals. Another difference is in the percentages of students served through special education, the percentages for elementary, middle school, and high school of students served are lower than for the students whose parents refuse program services. (See Appendix C.) In the section that follows, LEP students served are compared with LEP refusals in terms of achievement, attendance, discipline rates, and potential retention rates. Data were obtained from the 1999-2000 school year.

### Texas Assessment of Academic Skills

In the 1999-2000 school year, TAAS tests were administered in grades 3-8 and Exit level (beginning in grade 10). Tables 28 and 29 present the TAAS percent passing for both LEP Refusals and LEP Served, and Table 30 indicates the differences between groups.

- In reading, percentages passing were higher for LEP refusals at every grade level except grade 7 (in seven of eight comparisons).
- In mathematics, the percentages passing were higher for LEP refusals in grades 5, MS 6, 7, and Exit Level (in four of eight comparisons).
- On all tests taken, the percentages passing were higher for LEP refusals in grades 3, 4, 5, MS 6, and Exit Level (in five of eight comparisons).
- In reading, LEP students served had higher percentages passing in grade 7; in mathematics, they had higher percentages passing in grades 3, 4, EL 6, and 8; and on all tests taken, they had higher percentages passing in grades EL 6, 7, and 8.

Table 28: LEP Refusals, Number Tested and Percentages Passing TAAS, Reading, Mathematics, and All Tests Taken, 1999-2000

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| Grade | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| 3 | 74 | 82% | 77 | 64% | 78 | 63% |
| 4 | 42 | 71% | 45 | 67% | 51 | 57% |
| 5 | 42 | 69% | 43 | 72% | 44 | 59% |
| EL 6* | 1 | 100% | 2 | 50% | 2 | 50% |
| MS 6** | 60 | 52% | 62 | 63% | 62 | 40% |
| 7 | 115 | 24% | 110 | 49% | 121 | 21% |
| 8 | 148 | 55% | 157 | 49% | 166 | 23% |
| Exit | 201 | 64% | 201 | 57% | 201 | 39% |

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6 Data Source: AISD Student Records

Table 29: LEP Served, Number Tested and Percentages Passing TAAS, Reading, Mathematics, and All Tests Taken, 1999-2000

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| Grade | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| 3 | 851 | 70% | 861 | 65% | 870 | 59% |
| 4 | 645 | 61% | 654 | 70% | 836 | 54% |
| 5 | 492 | 51% | 500 | 68% | 508 | 45% |
| EL 6* | 73 | 60% | 71 | 69% | 73 | 53% |
| MS 6** | 524 | 34% | 523 | 50% | 530 | 27% |
| 7 | 311 | 32% | 318 | 48% | 325 | 28% |
| 8 | 208 | 45% | 213 | 53% | 228 | 25% |
| Exit | 408 | 42% | 408 | 54% | 408 | 27% |

*EL 6= Elementary grade 6 **MS 6 = Middle School grade 6
Data Source: AISD Student Records

Table 30: Gains and/or Losses in Percentages Passing TAAS, LEP Served Minus Refusals 1999-2000, Reading, Mathematics, and All Tests Taken

| 1999-2000 | Reading | | | Mathematics | | | All Tests Taken | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | Refusals | Served | Gains / Losses | Refusals | Served | Gains/ Losses | Refusals | Served | Gains / Losses |
| 3 | 82 | 70 | -12 | 64 | 65 | +1 | 63 | 59 | -4 |
| 4 | 71 | 61 | -10 | 67 | 70 | +3 | 57 | 54 | -3 |
| 5 | 69 | 51 | -18 | 72 | 68 | -4 | 59 | 45 | -14 |
| EL 6* | 100 | 60 | -40 | 50 | 69 | +19 | 50 | 53 | +3 |
| MS 6** | 52 | 34 | -18 | 63 | 50 | -13 | 40 | 27 | -13 |
| 7 | 24 | 32 | +8 | 49 | 48 | -1 | 21 | 28 | +7 |
| 8 | 55 | 45 | -10 | 49 | 53 | +4 | 23 | 25 | +2 |
| Exit | 64 | 42 | -22 | 57 | 54 | -3 | 39 | 27 | -12 |

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6
Gain/Loss = Difference. Percent passing of students served minus percent passing of refusals. A plus (+) indicates that the difference is in favor of the LEP students who are served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refuse program services.
Data Source: AISD Student Records

## OTHER INDICATORS OF PROGRAM EFFECTIVENESS

Table 31 presents a comparison of district rates, LEP served rates, and LEP refusal rates on other indicators of program effectiveness. The indicators of program effectiveness are potential retention rate, grade point average, attendance and discipline rates.

Table 31: Comparison of Other Indicators of Program Effectiveness for Students, LEP Served, LEP Refusals, and District Students, 1999-2000

| Indicator | Elementary | | Middle/Junior High School | | High School | |
|---|---|---|---|---|---|---|
| **Potential Retention Rate** | | | | | | |
| ***District Rate*** | 1.3% | | 7.3% | | 13.4% | |
| ***LEP Served Rate*** | 2.0% | | 12.5% | | 27.5% | |
| ***LEP Refusal Rate*** | 1.0% | | 13.2% | | 23.5% | |
| **Grade Point Average** | | | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Average*** | N/A | | 84.1 | 83.9 | 81.1 | 79.9 |
| ***LEP Served Average*** | | | 82.1 | 81.9 | 77.9 | 73.8 |
| ***LEP Refusal Average*** | | | 80.8 | 80.3 | 76.4 | 74.2 |
| **Attendance Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 96.4% | 95.6% | 95.1% | 93.5% | 89.0% | 86.9% |
| ***LEP Served Rate*** | 96.9% | 96.2% | 95.3% | 92.9% | 88.9% | 84.7% |
| ***LEP Refusal Rate*** | 97.4% | 97.0% | 94.6% | 92.3% | 89.3% | 84.8% |
| **Discipline Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 1.9% | 2.4% | 7.5% | 10.2% | 5.4% | 5.5% |
| ***LEP Served Rate*** | 0.8% | 1.3% | 6.9% | 10.8% | 3.3% | 5.6% |
| ***LEP Refusal Rate*** | 0.8% | 3.4% | 6.7% | 14.6% | 4.1% | 7.3% |

Data Source: AISD Student Records

**Potential Retention Rate**

Reviewing the data on retention indicates that the potential retention rates for:

- Elementary school were similar for LEP served, LEP refusals, and the district rate;
- Middle/junior high school were similar for LEP served and LEP refusals, but their rates appear to be higher compared to the overall district rate;
- High school were higher for LEP served than for LEP refusals, and both rates were higher compared to the overall district rate.

**Grade Point Average (GPA)**

The data on grade point average indicate LEP students served by the Bilingual/ESL Program in middle/junior high school and high school maintained similar grade point averages as students whose parents refused program services and other students in the district.

**Attendance Rates**

Reviewing the data on attendance rates indicates LEP served and LEP refusals had similar attendance rates at (elementary, middle/junior high school and in high school) to the attendance rates maintained overall by students in the district.

**Discipline Rates**

The data on discipline rates indicate LEP students served, LEP students who did not receive program services, and overall district students had similar discipline rates.

# EMERGENCY IMMIGRANT EDUCATION PROGRAM

## Program Description

The Emergency Immigrant Education Program (EIEP) provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The definition of "immigrant" includes students who are between 3-21 years old, who were not born in the United States, and who have not been attending one or more schools in any one or more states for more than three full academic years. The program has been moved to Title VII, Part C (Sec.7301), in which Federal law states the following:

"(a) FINDINGS. – The Congress finds that-

"(1) the education of our nation's children and youth is one of the most sacred government responsibilities:

"(2) local education agencies have struggled to fund adequately education services;

"(3) in the case Plyer v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigrant status; and

"(4) immigration policy is solely the responsibility of the Federal Government.

"(b) PURPOSE. – The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration--

"(1) provide high-quality instruction to immigrant children and youth; and

"(2) help such children and youth-

(A) with their transition to American society; and

(B) meet the same challenging state performance standards of all children and youth.

Immigrant students identified as limited English proficient (LEP) in AISD participate in one of two programs: Bilingual Education (BE), which provides dual language instruction in the major content areas, or ESL, which provides intensive English instruction. The purposes of the evaluation are: to gather data required by the state, and to review the data in terms of how it contributes to providing high-quality instruction; and to assist immigrant students in meeting the same challenging state performance standards expected of all students.

## Student Characteristics

Upon arrival to AISD, immigrant students are identified through the Home Language Survey (HLS). A record with date of entry and other pertinent data is created and becomes part of the LEPS File. The following information is based on the count of immigrant students submitted through PEIMS to the Texas Education Agency in October 1999 and finalized in spring 2000. In the 1999-2000 school year, AISD served 2,457 immigrant students – 1,670 elementary school students (grades pre-K-6), 414 middle/junior high school students (grades 6-8), and 373 high school students (grades 9-12).

Table 32 presents the number of immigrant students served and their respective grade levels. Note the total number of elementary pre-K-K students (N=1,464) includes five special education students without grade assignments.

Table 32: Immigrant Students Served by AISD, by Grade, 1999-2000

| Grade | Number Served |
|---|---|
| **Pre-K** | 245 |
| **K** | 331 |
| **1** | 354 |
| **2** | 214 |
| **3** | 183 |
| **4** | 172 |
| **5** | 154 |
| **EL 6*** | 12 |
| **Elementary Pre-K-6 Total** | 1,670 |
| **MS 6**** | 134 |
| **7** | 164 |
| **8** | 116 |
| **Middle School 6-8 Total** | 414 |
| **9** | 186 |
| **10** | 109 |
| **11** | 55 |
| **12** | 23 |
| **High School 9-12Total** | 373 |
| **Total Pre-K-12** | 2,457 |

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6

Data Source: AISD Student Records

**Demographics**

Table 33 presents demographic information on AISD's immigrant students for the1999-2000 school year. Most immigrants are from low-income families. Like other limited English proficient students, as immigrant students make progress through school, an increasingly greater percentage of them become overage for their grade level. In middle school, 38% of immigrant students were overage, and in high school 62% were overage for their grade level. Very few students were identified as special education or gifted and talented students.

Table 33: Immigrant Students Served, Demographic Indicators, 1999-2000

| Demographic Indicators | Elementary | | Middle/Junior High School | | High School | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| **Low Income** | 1,353 | 81% | 345 | 83% | 250 | 67% |
| **Overage for Grade** | 183 | 11% | 158 | 38% | 232 | 62% |
| **Special Education** | 56 | 3% | 8 | 2% | 3 | 1% |
| **Gifted and Talented** | 51 | 1% | 3 | 1% | 0 | 0 |

Data Source: AISD Student Records

**Academic Progress**

The achievement of immigrant students as measured by standardized and criterion-referenced tests (ITBS and TAAS) is presented in Tables 34 and 35. Table 34 presents the spring 2000 TAAS results.

- The percentage passing of immigrant students in grades 3 (74%) exceeded TAAS state standards in reading. In mathematics immigrant students scored 70% or above in grades 4, 5, 7, and 8.
- With the exception of grade 3 (74%), the percentages of immigrant students passing mathematics were higher than the percentages passing reading.
- Immigrant students in grade 4 had a 73% (N=90) percent passing rate in the TAAS Writing Test (above the state standard). The percentage passing TAAS Writing in grade 8 was 26% (N=46), and in grade 10 the percentage passing the exit level writing test was 24% (N=176) (both results below the state standard).
- The remaining percentages passing in reading, mathematics, and all tests taken were below the state standard of 70% passing.

Table 34: Immigrant Students, Number Tested and Percentages Passing TAAS, Reading, Mathematics, and All Tests Taken, 1999-2000

| 1999-2000 | Reading | | Mathematics | | All Tests Taken | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Percentage Passing | Number Tested | Percentage Passing | Number Tested | Percentage Passing |
| **3** | 84 | 74% | 83 | 67% | 85 | 64% |
| **4** | 76 | 62% | 77 | 78% | 100 | 62% |
| **5** | 70 | 57% | 71 | 70% | 72 | 54% |
| **EL 6*** | 8 | 50% | 8 | 63% | 8 | 50% |
| **MS 6*** | 103 | 27% | 102 | 39% | 104 | 25% |
| **7** | 30 | 40% | 30 | 83% | 31 | 42% |
| **8** | 29 | 62% | 28 | 75% | 30 | 40% |
| **Exit** | 176 | 36% | 176 | 47% | 176 | 19% |

*EL 6 = Elementary grade 6 *MS 6 = Middle School grade 6

Data Source: AISD Student Records

Table 35 gives the median percentile scores for the fall administration of the ITBS. The median percentiles for all grades in reading, mathematics, and composite scores were well below the national average.

Table 35: Immigrant Students Served, Number Tested and Median Percentiles, Reading, Mathematics, Composite Score, ITBS, 1999-2000

| 1999-2000 | Reading | | Mathematics | | Composite | |
|---|---|---|---|---|---|---|
| **Grade** | Number Tested | Median Percentile* | Number Tested | Median Percentile | Number Tested | Median Percentile |
| **3** | 62 | 10 | 67 | 4 | -- | -- |
| **5** | 73 | 12 | 70 | 18 | 63 | 5 |
| **8** | 68 | 2 | 64 | 19 | 62 | 5 |

Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Data Source: AISD Student Records

Other outcome data for immigrant students are summarized across grade spans in Table 36.

- The percentages of immigrant students in elementary school and high school who were recommended in spring 2000 for potential retention the following year were similar to but slightly higher than students districtwide. The percentages of immigrant students in middle/junior high school recommended for potential retention the following year were slightly lower than that for students districtwide.
- Compared with the GPAs for all middle/junior high and high school students, the GPAs for immigrant students were similar on average than their non-immigrant peers.
- The attendance rates for immigrant students were similar to the respective district attendance rates for elementary, middle/junior high, and high school students overall.
- Compared with the overall percentages of students involved in discipline incidents, immigrant students in elementary school had similar rates to the other students in the district. Immigrant students in middle/junior high school, and high school seemed to have somewhat lower discipline rates than students districtwide.

Table 36: Other Indicators of Program Effectiveness, Comparison of Immigrant Students Served with District Students, 1999-2000

| Indicator | Elementary | | Middle/Junior High School | | High School | |
|---|---|---|---|---|---|---|
| **Potential Retention Rate** | | | | | | |
| ***District Rate*** | 1.3% | | 7.3% | | 13.4% | |
| ***Immigrant Student Rate*** | 3.1% | | 3.9% | | 18.2% | |
| Grade Point Average | | | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Average*** | N/A | | 84.1 | 83.9 | 81.1 | 79.9 |
| ***Immigrant Student Av.*** | | | 84.7 | 84.5 | 79.5 | 77.6 |
| **Attendance Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 96.4% | 95.6% | 95.1% | 93.5% | 89.0% | 86.9% |
| ***Immigrant Student Rate*** | 96.8% | 96.2% | 96.6% | 95.1% | 91.6% | 88.9% |
| **Discipline Rate** | *Fall* | *Spring* | *Fall* | *Spring* | *Fall* | *Spring* |
| ***District Rate*** | 1.9% | 2.4% | 7.5% | 10.2% | 5.4% | 5.5% |
| ***Immigrant Student Rate*** | 0.4% | 0.7% | 4.3% | 4.6% | 1.9% | 4.0% |

Data Source: AISD Student Records

**ESL Summer Institute for Immigrant Students 1999-2000**

AISD has provided an intensive ESL Summer Institute for immigrant students for the past two years. The purpose of the ESL Institute is to strengthen the academic literacy and mathematics skills of immigrant students. The goal of the high school curriculum is to develop academic proficiency in the content areas in order that students can attain the necessary credits for graduation. The focus of the middle school instructional program is to provide immigrant students with ample opportunities for literacy development and English language acquisition. By strengthening the students' academic skills in the content areas and enhancing their English language acquisition, the overarching district program goal is to prepare students to meet the state performance standards on TAAS. The ESL Summer Institute provided academic instruction for 114 immigrant students in high school and 138 students in middle/junior high school at the end of the 1999-2000 school year.

The instructional activities for the ESL Institute at the middle school for grades 6 and 7 were scheduled in fifty-five minute increments. Immigrant students participated in four academic classes: mathematics, science, language arts, and reading. Summer school students were allowed a fifteen-minute break, and approximately a total of fifteen minutes were allotted for students to change classes. The instructional activities for eighth grade students lasted eighty minutes, and the subjects of instruction were a combination of reading and language arts, science and mathematics. The schedules for high school students were arranged for students to obtain credits towards graduation. High school immigrant students could take one or two academic courses, and each course lasted two hours. All summer school courses in high school were open to immigrant students, and their choices were based on which courses were on their graduation plans.

The budget for the ESL Institute paid for teacher salaries and both consumable and non-consumable classroom materials. Three ESL teachers, one teacher assistant, and one tutor were hired at two AISD high schools to provide instruction to immigrant students. At the middle school/junior high school, seven teachers were hired; four teachers taught grades 6 and 7 and 3 teachers taught grade 8. The teacher-pupil-ratio was kept low and the average was approximately 22 students per teacher. Among the instructional materials purchased were: the English Discovery Software, the English at Your Command Series, TAAS preparation materials, high interest books in English, science, and mathematics, and dictionaries. The consumable materials included: spiral notebooks, paper, pens, pencils, crayons, glue, and markers.

To assess the literacy skills of the participants the teachers used a checklists, writing prompts, observations, students' projects, video presentations, and instruments developed by the teachers. The instructional activities designed by the teachers allowed for a continuous assessment of English language acquisition. For example, one of the English activities developed by a teacher consisted of a study of the play *Romeo and Juliet* to prepare the students for Shakespeare in the ninth grade. The science teacher presented scientific terminology and general scientific approaches to problem-solving. The science teacher would then guide students in the production of their own scientific studies, which resulted in class presentations and video productions. The literature and science instructional activities allowed for multiple forms of both traditional and non-traditional ongoing assessment.

The most effective instructional strategies included hands-on activities and group work. Such activities allowed for more interaction and opportunities for conversation and discussion among students, as well as with the instructor. The immigrant students also went on field trips to local libraries and museums.

The bilingual instructional coordinator, who facilitated the ESL Summer Institute, attributed the program success to several teacher characteristics. The participating teachers were experienced ESL teachers who were creative and enjoyed providing instruction at multi-levels. They were independent teachers who reflected on their work, and were comfortable in a team-teaching model. The ESL Institute schedule allowed for teachers to collaborate, plan and discuss their instruction, and make observations on a daily basis. Teachers had ample time to give and receive feedback.

Some suggestions made by the bilingual instructional coordinator for program improvement included establishing stronger linkages with the summer school principals, and better record keeping at the campus level to facilitate student referrals. In the opinion of the instructional coordinator, if summer school principals could be involved in the hiring of the ESL teachers, then the program and teachers could be better integrated into the overall summer school program goals. In the spring, the principals could be invited to attend a presentation on the purpose and rationale for an ESL Institute, the sources of funding for the Institute, and the requirements students must fulfill to be able to participate. Finally, improving immigrant and LEP student records on the campuses could facilitate program referral and entry.

**EIEP Budget Summary 1999-2000**

In 1999-2000 the AISD immigrant program was appropriated $380,019 from federal resources allocated through the state. The fund provided salary support for tutors, teachers and teacher assistants, as well as support for student summer school tuition, classroom reading materials, computer software, equipment, library resources, salary for other program personnel, travel and indirect costs.

## SUMMARY AND RECOMMENDATIONS

In compliance with Texas Education Codes §29.062 and §42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education, (BE), which provides dual-language (English and native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. On campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program that best addresses each student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Services for some language minority students also are provided through the district's special education program. Parental permission is required for participation in either the bilingual or ESL program.

In 1999-2000, AISD enrolled 13,039 LEP students: 93% were Spanish speakers, 3% spoke Vietnamese, <1% spoke Chinese or Korean, and the remaining 3% represented other language groups. Most (90%) language minority students in AISD were served through the BE or ESL Program. The parents of 1,239 (10%) students refused Bilingual/ESL Program services.

### MAJOR FINDINGS

#### Exited LEP Students

Former LEP students who have exited the AISD's Bilingual/ESL Programs have been observed on a yearly basis since 1994-95 to determine how they perform academically. The achievement of the four groups of former LEP students generally surpassed that of all AISD students on the percentages passing TAAS. With only three exceptions in Group 4 on All Tests Taken, the percentages passing on All Tests Taken for all four groups were between 80% and 96%. Other performance indicators compared in 1999-2000 for the four groups were attendance, potential retention and discipline rates, and grade point averages (GPAs). Former LEP students had:

- Attendance rates very similar to the overall attendance rates for all students districtwide.
- Potential retention rates lower than the rates for all students districtwide.
- Discipline rates lower than the rates than the rates for all students districtwide.
- GPAs similar to those of students throughout the district.

*Thus, after several years of tracking the academic status of former LEP students, who have continued their studies at AISD, the data indicate most students are successful academically and meet state standards on TAAS. The data on other performance indicators indicate most former LEP students, like their peers at AISD, attend school and maintain passing grade point averages, yet they have lower retention and discipline rates than do all students districtwide.*

#### LEP Students

The achievement of LEP served students as measured by standardized tests was generally below state and national norms.

- Spanish-speaking LEP students tested in grades 3, 5, and 8 scored below the national average on all the subtests taken on the Iowa Tests of Basic Skills (ITBS).
- LEP students speaking languages other than Spanish scored above the national average in grade 3 in mathematics on the ITBS.
- With the exception of LEP students in grades 3 and 4, at all other levels and on All Tests Taken, AISD LEP students scored lower that LEP students statewide on the Texas Assessment of Academic Skills (TAAS) in English. AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels on All Tests Taken.
- In 1999-2000, increases in percentages passing English TAAS by AISD LEP students occurred in 10 of 21 comparisons on All Tests Taken, Reading and Mathematics. The greatest increase in percentages passing occurred in Reading at grade 4, and the greatest decrease occurred in Reading at grade 7.
- Comparing the percentages of AISD LEP students passing the English TAAS for three consecutive years indicates that fewer increases in percentages passing were made in 1999-2000 than in previous years.
- On the Spanish TAAS, AISD LEP students scored lower than all LEP students statewide in both reading and mathematics.
- The percentages of AISD LEP students passing the Spanish TAAS at all grade levels have increased or remained the same from 1997-98 to 1999-2000 with one exception in Reading in 1998-99.

**Professional Staff Development**

The collaboration of the bilingual education director and instructional coordinators resulted in a total of 51 professional staff development workshops that were attended by 1,174 participants. Among them were assistant principals, helping teachers, curriculum specialists, data entry clerks and instructional coordinators. Overall, the participants reported that the professional staff development provided by the bilingual education director and the coordinators was appropriate and could be applied to their work settings.

**LEP Served vs. LEP Refusals**

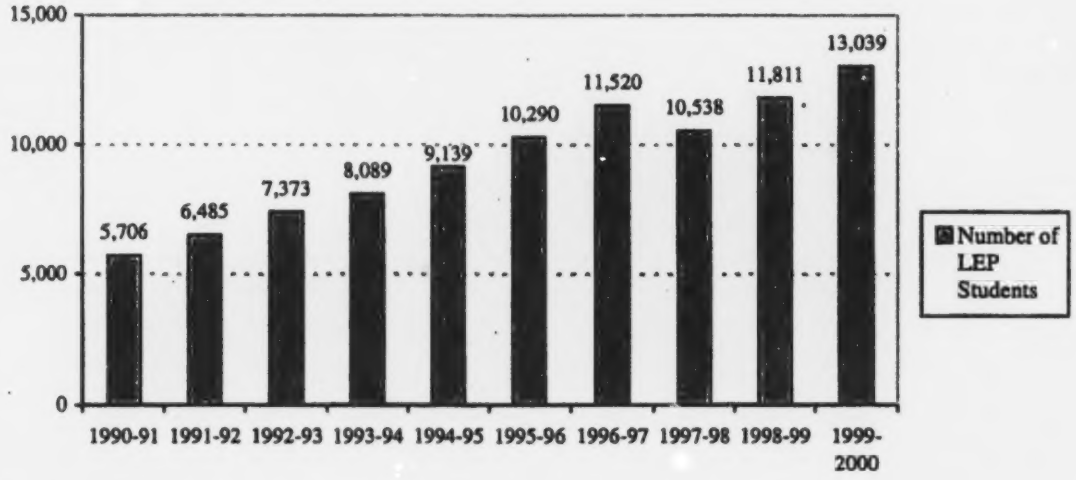
A comparison of 1999-2000 performance indicators for LEP-served students and LEP students whose parents refused program services ("refusals") indicate:

- The potential retention rates for LEP students served are similar to the potential rates of LEP refusals in elementary and middle/junior high school, but the rates are different in high school.
- LEP students served maintained similar grade point averages as the students whose parents refused program services.
- LEP students served had similar attendance rates as did the LEP refusals.

**Growth in LEP Population**

As presented in Figure 19, with the exception of 1997-98, the numbers of LEP students (served plus refusals) attending AISD have increased during the past several years. In 1990-91, LEP students comprised 8.8% of the student population and in 1999-2000 they comprised 16.8% of all district students. The consistent increase in the number of LEP students entering AISD should be taken into account when preparing staffing projections.

Figure 19: Growth of AISD LEP Student Population, 1990-91 Through 1999-2000




**Recommendations**

1. The academic success of the former LEP students who have exited the Bilingual/ESL Programs, as demonstrated by their high percentages passing the TAAS and far exceeding the state passing standard of 70%, addresses the issue of academic language acquisition. In order to address students needs more effectively, campus personnel need to monitor the academic performance of former LEP students and to identify ways of assisting students who do not consistently pass TAAS, and consequently are returned to LEP status. Timely data entry at the campus level will assure early identification and provision of services to students who need to be re-classified as LEP. Thereafter, the LPAC and other campus personnel can address specific academic issues, program exit criteria, and then make the necessary arrangements to guide the students.

2. The academic achievement of all elementary, middle/junior high school and high school students receiving Bilingual/ESL Program services should be integrated into the Campus Improvement Plans (CIP). Even though the percentages of LEP students passing TAAS in English and Spanish have improved, the percentages passing in middle/junior high and high school need to get closer to the state standard. With the regulations for testing LEP students becoming more stringent, and with the phasing in of the Reading Proficiency Tests in English Proficiency (RPTE), the State-Developed Alternative Assessment (SDAA), English and Spanish TAAS, and the implementation TAAS II, the performance of LEP students becomes more critical to the campuses. The collaboration between teachers and members of the LPAC in the CIP development will ensure the inclusion of LEP students achievement in campus goal setting.

3. All school personnel who directly or indirectly provide instructional services to limited English proficient students need to participate in professional staff development. Middle school and high school personnel could be surveyed to determine what staff development topics would be more useful to them, as they address the transition or exit issues of their LEP students. The more extensive understanding that all staff (principals, assistant principals, counselors, curriculum specialists, new and more experienced teachers, data clerks and other school personnel) have of instructional and legal issues that affect

language minority students, the more comprehensive will be the services that students receive with the goal of assuring their academic success.

4. Given the consistent growth in the number of LEP students during the past several years, it is necessary for AISD to study the changing demographic patterns to determine, implications this population increase has for professional staffing at specific campuses. The study should focus on middle/junior high and high schools where recent immigrants students may be arriving, and where students who have not made the transition into an all English environment are located. Collaboration between the Department of Human Resources and the Department of Bilingual Education can facilitate the appropriate professional staffing levels at campuses where bilingual and /or ESL certified teachers are needed.

# APPENDICES

# APPENDIX A:

Text of 19 TAC
Chapter 89. Adaptations for Special Populations

Subchapter BB Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.

b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

89.1265. Evaluation

a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language program, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level and to be made available to the monitoring teams according to 89.1260 if this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).

c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and in the home language at least annually.

d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically details performance measures for the limited English proficient students proposed to be served each year.

e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.253, for the purpose of improving student performance for limited English proficient students.

# APPENDIX B

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **07/29/99**<br>**1:00 PM-4:00 PM**<br>**Mendez MS**<br>**Concurrent Sessions of approximately 1 hour**<br>**1.0 Hrs.** | Bilingual Education Program Standards and TAAS Accountability Administrators' Workshop | Participants will receive an overview of bilingual education including appropriate student identification, testing procedures, LPAC responsibilities, and a notebook for future reference. | Grades: PreK-12<br><br>46 Principals, Assistant Principals, Counselors, Teachers |
| **08/03/99**<br>**8:30 AM-3:30 PM**<br>**District Campuses**<br>**7.0 Hrs.** | New Teacher Orientation | A joint training effort between regular, bilingual, and special education to provide new teachers with information and program requirements concerning educational opportunities for all district students. | Grades: Pre-K-5<br><br>83 Teachers |
| **08/04/99**<br>**8:30 AM-11:30 AM**<br>**District Campuses**<br>**3.0 Hrs.** | New Teacher Orientation | A joint training effort between regular, bilingual, and special education to provide new teachers with information and program requirements concerning educational opportunities for all district students. | Grades: Pre-K-5<br><br>70 Teachers |
| **08/16/99**<br>**3:30 PM-5:00 PM**<br>**Sanchez Elementary**<br>**1.5 Hrs.** | Pre-IDEA and IDEA Training | Teachers will receive an overview on the admintration of Pre-IDEA and IDEA Tests for identifying LEP students. | Grades: Pre-K-6<br><br>34 Teachers, Assistant Principals |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **08/18/99**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | *Elementary* Language Proficiency Assessment Committee (LPAC) Chairpersons' Training | The LPACS and their roles in assisting campuses in meeting the state requirements of completing all LEP identification procedures in a timely manner, and how they can plan appropriate instruction for LEP students will be discussed. | Grades: Pre-K-6<br><br>28 Assistant Principals, Counselors, Instructional Specialists, Teachers |
| **08/18/99**<br>**3:30 PM-5:00 PM**<br>**Sanchez Elementary**<br>**1.5 Hrs.** | New Bilingual Teacher Instructional Overview | Participants will learn the state requirements for identification and appropriate instructional placement for LEP students. | Grades: Pre-K-5<br><br>38 Teachers, Assistant Principals |
| **08/19/99**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | *Secondary* Language Proficiency Assessment Committee (LPAC) Chairpersons' Training | The LPACS and their roles in assisting campuses in meeting the state requirements of completing all LEP identification procedures in a timely manner, and how they can plan appropriate instruction for LEP students will be discussed. | Grades: 6-12<br><br>25 Assistant Principals, Counselors, Instructional Specialists, Teachers |
| **08/23/98**<br>**3:30 PM-5:00 PM**<br>**Brown Elementary**<br>**1.5 Hrs.** | "Estrellita," a Spanish Phonics Program Workshop | The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared. | Grades: Pre-K-2<br><br>57 Teachers |
| **08/24/99**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | Limited English Proficient (LEP) Data Entry for Clerical Staff | Participants will receive hands-on training in a computer laboratory setting for entering accurate and correct LEP student data into the LEPS File. | Grades: Pre-K-6<br><br>19 Clerks, Counselors, Principal, Asst. Principal, Secretary |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **08/24/99**<br>**1:00 PM-4:00 PM**<br>**PDA**<br>**3.0 Hrs.** | Limited English Proficient (LEP) Data Entry for Clerical Staff | Participants will receive hands-on training in a computer laboratory setting for entering accurate and correct LEP student data into the LEPS File. | Grades: Pre-K-6<br><br>13 Clerks, Assistant Principals |
| **08/25/99**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | Limited English Proficient (LEP) Data Entry for Clerical Staff | Participants will receive hands-on training in a computer laboratory setting for entering accurate and correct LEP student data into the LEPS File. | Grades: Pre-K-6<br><br>14 Clerks, Counselors |
| **08/25/99**<br>**1:00 PM-4:00 PM**<br>**PDA**<br>**3.0 Hrs.** | Limited English Proficient (LEP) Data Entry for Clerical Staff | Participants will receive hands-on training in a computer laboratory setting for entering accurate and correct LEP student data into the LEPS File. | Grades: Pre-K-6<br><br>16 Clerks, Teacher, Coordinator, Counselors, Guidance Secretaries |
| **09/01/99**<br>**8:30 AM-4:30 PM**<br>**PDA**<br>**7.0 Hrs.** | Language Assessment Scales-Oral (LAS-O) Test Training | Teachers will receive an overview LAS-O test. They will practice administering the test and scoring written samples of the test. | Grades: Pre-K-12<br><br>40 Teachers, Teacher Assistant-Special Education, Counselors, Secretary, Clerk, Bilingual Coordinators |
| **09/08-09/99**<br>**8:30 AM-4:30 PM**<br>**PDA**<br>**14.0 Hrs.** | Organization Management and Instruction for the Intermediate Classroom Guided Reading 3-6 | | Grades: 3-6<br><br>88 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **09/14/99**<br>**3:30 PM-5:00 PM**<br>**PDA**<br>**1.5 Hrs.** | Instrumento de Observación | Teachers will learn how to use the Primary Literacy Assessment, the state approved assessment instrument to carefully observe and document student's reading and writing progress over time. This assessment can guide teachers to address student's needs. | Grades: PreK-2<br>5 Teachers |
| **09/25/99**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | Texas Oral Proficiency Test (T.O.P.T.) Review | The training is designed to prepare the teachers to take the test by providing a comprehensive review of the T.O.P.T. | Grades: Pre-K-8<br>7 Teachers |
| **09/27/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | ESL in the Primary Bilingual Classroom | Participants will learn how to use big books, poems, and songs in their bilingual classrooms as a means to support English Language Acquisition (ELA). Attention will be given to scheduling, management, and getting the most from thematic organization for second language acquisition. | Grades: Pre-K-6<br>11 Teachers |
| **09/28/99**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | Spanish TAAS Writing | Participants will be presented with instructional strategies in writing for each of the aims and modes tested on TAAS. Emphasizing elaboration the strategies provide models for student composition and holistic scoring. Participants will study and practice by scoring a writing sample. | Grades: 1-6<br>22 Teachers, Instructional Specialists, Curriculum Specialist |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **09/28/99**<br>**12:30 PM-3:30 PM**<br>**PDA**<br>**3.0 Hrs.** | **Spanish TAAS Writing** | **Participants will be presented with instructional strategies in writing for each of the aims and modes tested on TAAS. Emphasizing elaboration the strategies provide models for student composition and holistic scoring. Participants will study and practice by scoring a writing sample.** | **Grades: PreK--5**<br>11 Teachers, Principal, Assistant Principals |
| **09/30/98**<br>**8:30 AM-11:30 AM**<br>**PDA**<br>**3.0 Hrs.** | Spanish TAAS Writing | Participants will be presented with instructional strategies in writing for each of the aims and modes tested on TAAS. Emphasizing elaboration the strategies provide models for student composition and holistic scoring. Participants will study and practice by scoring a writing sample. | Grades: 3-5<br>5 Teachers |
| **09/30/99**<br>**12:30 PM-3:30 PM**<br>**PDA**<br>**3.0 Hrs.** | Spanish TAAS Writing | Participants will be presented with instructional strategies in writing for each of the aims and modes tested on TAAS. Emphasizing elaboration the strategies provide models for student composition and holistic scoring. Participants will study and practice by scoring a writing sample. | Grades: 3-4<br>12 Teachers, Instructional Specialist |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **09/30/99**<br>**4:30 PM-7:30 PM**<br>**PDA**<br>**3.0 Hrs.** | Spanish TAAS Writing | Participants will be presented with instructional strategies in writing for each of the aims and modes tested on TAAS. Emphasizing elaboration the strategies provide models for student composition and holistic scoring. Participants will study and practice by scoring a writing sample. | Grades: 3-4<br>7 Teachers |
| **10/02/99**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | ESL ExCET Review (Examination for the Certification of Educators in Texas) | The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and ESL methodology. | Grades: 1-8<br>19 Teachers |
| **10/02/99**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas) | The training is designed to prepare teachers for the state certification examination by reviewing the test and bilingual/ESL methodology. | Grades: K-8<br>9 Teachers |
| **10/04/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Práctica en Español para Maestros | Participants will improve their oral and written proficiency in Spanish. Teachers will learn new vocabulary, practice reading and writing, and converse in Spanish. They will read literature and keep a reflective journal. | Grades: Pre-K-12<br>5 Teachers |
| **10/04/99**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | Early Literacy in Spanish Reading Across the Curriculum and Vocabulary Development in the Second Language | Participants will review early literacy strategies, how to develop the primary or language, and integrate the acquisition of the second language. | Grades: Pre-K-2<br>50 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **10/11/99**<br>**1:00 PM-4:00 PM**<br>**PDA**<br>**3.0 Hrs.** | **ESL Training—** Collaborative Strategic Reading | Teachers will learn about the various components of a balanced reading program, and practice reading and writing strategies appropriate for ESL students. | **Grades: 6-8**<br>7 Teachers, Bilingual Coordinators |
| **10/18/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | ESL Adopted Materials—Into English Grades 1-4 | Teachers will learn how to use the Hampton-Brown ESL state-adopted material for grades 1-4. They will become more effective in implementing the ESL series. | Grades: Pre-1-4<br>19 Teachers |
| **10/25/99**<br>**3:30 PM-5:00 PM**<br>**PDA**<br>**1.5 Hrs.** | "Word Walls" in the Bilingual Classroom | Participants will learn a practical framework for developing and using "word walls" in a bilingual classroom. By using predictable, structured activities teachers will help children overlearn or commit to memory important sight words. | Grades: Pre-K-2<br>19 Teachers, Bilingual Coordinator |
| **11/03/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Teaching Writing in the Bilingual Classroom | Participants will explore current research and practices for teaching young learners to write. Effective techniques will be modeled, and student work will be displayed. | Grades: Pre-K-2<br>18 Teachers |
| **11/04/99**<br>**3:45 PM-6:30 PM**<br>**Bedichek MS**<br>**2 Hrs. and 45 minutes** | ESL Training English Discoveries—Multimedia Software for Learning English | Participants will learn how to utilize multimedia software to provide ESL instruction to English language learners. Participants will discuss the computer hardware that is required to use the multimedia software. | Grades: 6-12<br>12 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **11/08/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | **Práctica en Español** para Maestros | **Participants will improve** their oral and written proficiency in Spanish. Teachers will learn new vocabulary, practice reading and writing, and converse in Spanish. They will read literature and keep a reflective journal. | **Grades: Pre-K-12**<br>4 Teachers |
| **11/29/99**<br>**3:30 PM-5:00 PM**<br>**PDA**<br>**1.5 Hrs.** | Getting the Most Out of Shared Reading | Participants will learn new instructional strategies to help support the emergent reader develop concepts of print. Key reading strategies through the shared reading teaching-learning approach will be presented. | Grades: Pre-K-2<br>15 Teachers |
| **12/06/99**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Práctica en Español para Maestros | Participants will improve their oral and written proficiency in Spanish. Teachers will learn new vocabulary, practice reading and writing, and converse in Spanish. They will read literature and keep a reflective journal. | Grades: Pre-K-12<br>2 Teachers |
| **12/13/99**<br>**3:30 PM-5:30 PM**<br>**Blackshear Elementary**<br>**2.0 Hrs.** | Guided Reflection and Retelling | Participants will learn comprehension strategies to promote literacy. | Grades: 2-5<br>11 Teachers |
| **01/24/00**<br>**3:30 PM-5:00 PM**<br>**PDA**<br>**1.5 Hrs.** | Using Informational Big Books | Participants will share ideas and teaching methods to scaffold concept development and teach key vocabulary by using informational big books in primary bilingual classrooms. | Grades: Pre-K-2<br>13 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **02/03/00**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Critical Review of Testing/Assessment Guidelines for LEP Students *(TAAS and the Reading Proficiency Tests in English [RPTE])* | Participants will review the current guidelines for the administration of TAAS and the RPTE to LEP students. They will discuss the necessary documentation to determine the appropriate language for testing LEP students. | Grades: Pre-K-8<br><br>78 Principals, Asst. Principals, Helping Teachers, Counselors, Instructional Specialists, Teachers, Curriculum Specialists |
| **02/07/00**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Práctica en Español para Maestros | Participants will improve their oral and written proficiency in Spanish. Teachers will learn new vocabulary, practice reading and writing, and converse in Spanish. They will read literature and keep a reflective journal. | Grades: Pre-K-12<br><br>2 Teachers |
| **02/21/00**<br>**3:30 PM-5:00 PM**<br>**PDA**<br>**1.5 Hrs.** | Guided Reading in the Bilingual Classroom | Participants will review a model lesson plan for implementing 'Guided Reading' in a bilingual classroom. The lesson plan scaffolds readers and can accelerate their learning. | Grades: Pre-K-2<br><br>15 Teachers |
| **02/26/00**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | Best Practices for Identification and Differentiation of LEP Gifted Students | Participants will be exposed to an array of strategies for identifying LEP gifted students. They will learn strategies to modify the core curriculum to meet the needs of gifted LEP students. Examples and discussion for implementation in the classroom will be a major focus. | Grades: Pre-K-6<br><br>9 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **02/29/00**<br>**8:30 AM-3:30 PM**<br>**PDA**<br>**7.0 Hrs.** | ESL Secondary Teachers—Cognitive Academic Language Learning Approach (CALLA) | CALLA is an instructional model developed to meet the academic needs of limited English proficient students. The model focuses on the content areas in the development of academic skills and explicit instruction in learning strategies for students. | Grades: 6-12<br><br>25 Teachers |
| **03/01/00**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | Reading Proficiency Tests in English (RPTE) | Participants will receive an overview on the administration of the RPTE, the TEA guidelines, and the testing date. | Grades: Pre-K-6<br><br>73 Teachers, Asst. Principals, Counselors, Instructional Specialists, Bilingual Specialists |
| **03/08/00**<br>**8:30 AM-10:00 AM**<br>**Carruth Administration Building**<br>**1.5 Hrs.** | LPAC Chairpersons Information Session *Secondary (Middle Schools)* | Participants will receive guidance in determining which students which students will be taking the state-mandated Reading Proficiency Tests in English based on the LEP roster. | Grades: 6-8<br><br>11 Teachers, Assistant Principal, Counselors |
| **03/08/00**<br>**8:30 AM-10:00 AM**<br>**Carruth Administration Building**<br>**1.5 Hrs** | LPAC Chairpersons Information Session *Secondary (High Schools)* | Participants will receive guidance in determining which students which students will be taking the state-mandated RPTE based on the LEP roster. | Grades: 9-12<br><br>11 Asst. Principal, Counselors, Teacher, Teacher Assistant-Special Education |
| **03/30/00**<br>**3:30 PM-5:30 PM**<br>**Baker**<br>**2.0 Hrs.** | Via Libre (Hampton Brown product) | Teachers will receive an introduction to the writing process to enable them to help students with all stages of writing from selecting a topic to proofreading a final draft. | Grades: Pre-K-6<br><br>7 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **04/03/00**<br>**3:30 PM-5:30 PM**<br>**PDA**<br>**2.0 Hrs.** | **Práctica en Español** para Maestros | **Participants will improve** their oral and written proficiency in Spanish. Teachers will learn new vocabulary, practice reading and writing, and converse in Spanish. They will read literature and keep a reflective journal. | Grades: Pre-K-12<br><br>2 Teachers |
| **04/05/00**<br>**3:30 PM-5:30 PM**<br>**Old Pleasant Hill**<br>**2.0 Hrs.** | Language Assessment Scales-Oral (LAS-O) Test Training | Teachers will receive an overview on the administration of the LAS-O Test. They will practice administering the test and scoring written samples of the test. | Grades: Pre-K-6<br><br>40 Teachers, Assistant Principals, Instructional Specialists, Counselors, Curriculum Specialists |
| **04/06/00**<br>**4:30 PM-6:30 PM**<br>**Old Pleasant Hill**<br>**2.0 Hrs.** | Language Assessment Scales-Oral (LAS-O) Test Training | Teachers will receive an overview on the administration of the LAS-O Test. They will practice administering the test and scoring written samples of the test. | Grades: 6-12<br><br>4 Teachers, Assistant Principal, Counselor |
| **04/08/00**<br>**8:30 AM-3:30 PM**<br>**Old Pleasant Hill**<br>**7.0 Hrs.** | ESL ExCET Review (Examination for the Certification of Educators in Texas) | The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and ESL methodology. | Grades: Pre-K-12<br><br>34 Teachers |
| **04/10/00**<br>**8:30 AM-3:30 PM**<br>**Old Pleasant Hill**<br>**7.0 Hrs.** | Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas) | The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and bilingual/ESL methodology. | Grades: Pre-K-12<br><br>5 Teachers |

## APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1999-2000

| Date and Time | Title of Workshop | Description | Grade Level and Number Attending |
|---|---|---|---|
| **05/22/00**<br>**8:30 AM-3:30 PM**<br>**PDA Implementation**<br>**7.0 Hrs.** | Texas Oral Proficiency Test (T.O.P.T.) Review | The training is designed to prepare teachers by providing a comprehensive review of the T.O.P.T. | Grades: Pre-K-12<br><br>4 Teachers |

# APPENDIX: C

Comparison Chart of LEP Students Served versus LEP Refusals, 1999-2000

| | Elementary School | | Middle School | | High School | |
|---|---|---|---|---|---|---|
| | LEP Served | LEP Refusals | LEP Served | LEP Refusals | LEP Served | LEP Refusals |
| **Indicators** | | | | | | |
| **Number** | 8,902 | 387 | 1,546 | 432 | 875 | 370 |
| **Male** | 52% | 56% | 54% | 56% | 54% | 51% |
| **Female** | 48% | 44% | 46% | 44% | 46% | 49% |
| **Ethnicity** | | | | | | |
| **African American** | 0 | 1% | 0 | 0 | 1% | 1% |
| **Hispanic** | 93% | 86% | 94% | 93% | 91% | 92% |
| **Other** | 7% | 13% | 6% | 6% | 7% | 7% |
| **Low Income** | 90% | 76% | 88% | 80% | 73% | 62% |
| **Overage by 1 Year** | 6% | 14% | 23% | 20% | 55% | 42% |
| **Special Education** | 8% | 26% | 12% | 29% | 4% | 14% |
| **Gifted and Talented** | 1% | 5% | 1% | 1% | 0 | 0 |
| **Attendance Rate** | | | | | | |
| **Fall** | 96.9% | 97.4% | 95.3% | 94.6% | 88.9% | 89.3% |
| **Spring** | 96.2% | 97.0% | 92.9% | 92.3% | 84.7% | 84.8% |
| **Discipline Rate** | | | | | | |
| **Fall** | .8% | .8% | 6.9% | 6.7% | 3.3% | 4.1% |
| **Spring** | 1.3% | 3.4% | 10.8% | 14.6% | 5.6% | 7.3% |
| **Retention Rate** | 2.0% | 1.0% | 12.5% | 13.2% | 27.5% | 23.5% |
| **Grade Point Aver.** | | | | | | |
| **Fall** | N/A | N/A | 82.1 | 80.8 | 77.9 | 76.4 |
| **Spring** | N/A | N/A | 81.9 | 80.3 | 73.8 | 74.2 |

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